KURIKULUM 2013

EDISI REVISI 2018

Bahasa Inggris



SMA/MA/
SMK/MAK
KELAS
XII

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PREFACE

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran Abad 21. Di dalamnya terdapat pergeseran pembelajaran dari siswa diberi tahu menjadi siswa mencari tahu dari berbagai sumber belajar melampaui batas pendidik dan satuan pendidikan. Peran Bahasa Inggris dalam model pembelajaran ini menjadi sangat sentral mengingat lebih banyak sumber belajar dalam Bahasa Inggris dibandingkan dengan sumber belajar dalam semua bahasa lainnya.

Makin datarnya dunia dengan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting Bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara. Dengan demikian kompetensi lulusan pendidikan menengah yang dirumuskan mampu menjadi cerminan bangsa yang berkontribusi aktif dalam pergaulan dan peradaban dunia dapat tercapai.

Sejalan dengan peran di atas, pembelajaran Bahasa Inggris untuk Pendidikan Menengah Kelas XII yang disajikan dalam buku ini disusun untuk meningkatkan kemampuan berbahasa. Penyajiannya dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan Bahasa Inggris sebagai wahana komunikasi. Pemahaman terhadap jenis, kaidah, dan konteks suatu teks ditekankan, sehingga memudahkan siswa menangkap makna yang tersurat dan tersirat dalam suatu teks; juga untuk menyajikan gagasan dalam bentuk teks yang mudah dipahami makna kandungannya dan diapresiasi keindahan pilihan rangkaian katanya.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris yang dituntut dibentuk melalui pembelajaran berkelanjutan. Hal itu dimulai dengan meningkatkan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu

teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan. Kompetensi tersebut dilakukan baik secara terencana maupun spontan dengan pelafalan dan intonasi yang tepat, dan bermuara pada pembentukan sikap kesantunan berbahasa dan sikap menghargai keindahan bahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak untuk berani mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam bentuk kegiatan-kegiatan lain yang sesuai dan relevan, bersumber dari lingkungan sosial dan alam.

Sebagai edisi pertama, buku ini sangat terbuka terhadap masukan dan akan terus diperbaiki dan disempurnakan. Oleh karena itu, kami mengundang para pembaca untuk memberikan kritik, saran, dan masukan guna perbaikan dan penyempurnaan edisi berikutnya. Atas kontribusi tersebut, kami ucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2046).

Tim Penulis

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CHAP-TER	KD	SOCIAL FUNCTION	TEXT STRUCTURE	LANGUAGE FEATURES	TOPICS	SKILL FOCUS
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9	3.6 4.6.1 4.6.2	Showing some tips on how to do something	Tips in doing something (goal, materials, steps)	- Topic-related vocabulary - Commands (imperatives) - Adverbial phrase	Do It Carefully!	Listening Reading Writing Speaking
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" Get High on Grades
NOT DRUGS "

Chapter 1

May I Help You?



Source: www.cdn2.dubaiairports.ae

Tujuan Pembelajaran

Setelah mempelajari Bab 1, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapinya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *May I help you? What can I do for you? What if ...?*)

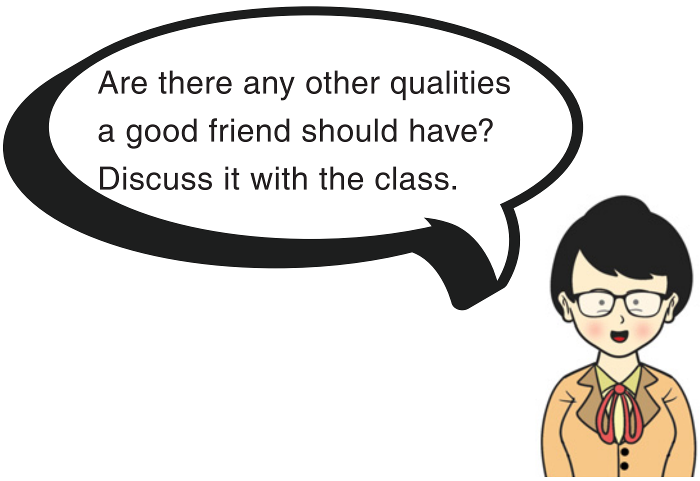
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

A. WARMER: WORD FINDING

The following is a list of top 10 qualities of a good friend. However, the words are written connectedly with one another. The capitalization is not correct, either. Find the ten words by reading carefully these two groups of seemingly-nonsense words from the left top down and then up to the right and down again. As an example, the first quality is trustworthy. What are the other nine qualities? Work in pairs and compete to be the quickest in finding them.

trust	peNda
worth	blere
yforg	spect
iVing	fulsE
loYa	lfles
lstrA	ssupp
ightf	ortiv
orwar	enOnj
denth	udgme
usias	ntali
ticde	nsPiring

Source: *arias100.hubpages.com*



Source: *freepik.com*

B. VOCABULARY BUILDER

Task: Find the meanings.
Look at these words and phrases. Write down the meaning of each word and phrase.

extended family (n)	: ....
terrific (adj.)	: ....
decorate (v)	: ....
belly (n)	: ....
get well (v)	: ....
supposed (adj.)	: ....
due date (n)	: ....
extended (v)	: ....
approaching (adj.)	: ....
destination (n)	: ....
awkwardly (adv.)	: ....

C. PRONUNCIATION PRACTICE

Task: Listen to your teacher and repeat after him/her.
Listen to your teacher reading these words and phrases. Repeat after him/her.

extended family	: /ɪk'stendɪd/	/fæməli/
fantastic	: /fænt'æstɪk/	
preparation	: /prepər'eɪʃən/	
decorate	: /'dekəreɪt/	
i'd love to	: /aɪd/	/lʌv / /tuː/
terrible	: /t'erɪbəl/	
stomach	: /s'tʌmək/	
terrific	: /tər'ɪfɪk/	
hurt	: /hɜrt/	
due date	: /duː/	/deɪt/
initiatives	: /ɪn'ɪʃətɪvz/	

favorite : /feɪvərɪt/
touring : /tʊrɪŋ/
concert tickets : /'kɑnsərt/ /'tɪkɪts/

D. DIALOG: OFFERING HELP/SERVICES

Task 1: Observe the dialogs.
Read these dialogs. Pay attention to the italicized expressions.
Answer the questions that follow.

Dialog 1



Source: *creativaimages.com*

dr. Nahda : Hello...
Fafa : Hello, doctor.
dr. Nahda : You look terrible. *What can I do for you?*
Fafa : I can't go to school today.
dr. Nahda : Oh, I am sorry to hear that. *What's the problem?*
Fafa : My stomach hurts terribly. I think I have a fever as well.
dr. Nahda : *Okay, let me check your stomach.* (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?
Fafa : Not that one.
dr. Nahda : Here?
Fafa : Yes, that's really terrible.
dr. Nahda : Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?
Fafa : Okay, doctor.
dr. Nahda : Good. Get well soon, Fafa. Bye.
Fafa : Thanks a lot. Bye, doctor.

Dialog 2

Tania works at a bus agent located at Arjosari terminal. A stranger is walking approaching her bringing a suitcase.

Stranger



Source: *freepik.com*

Tania



Source: *freepik.com*

Hello, Sir. *May I help you?* Where's your destination?

Yes. I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?

Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.

What time will it leave?

It will leave at 02.30 p.m. So, you just need to wait for 45 minutes.

Do I have to change buses after arriving in Jakarta?

After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination. You can get in a 'Trans Jakarta' bus, *metro mini*, *bajaj*, taxi as well as *ojek*. You can ask the bus driver there.

Thank you. I will buy the bus ticket, then.

Wait a moment, please, I'll process it quickly.

Ok.

Dialog 3

Dhea **Riza**



Source: *freepik.com*

Have you heard that the due date for the final project is extended?

No, is it true?

Yes. It will be due next month.

That's wonderful! I haven't even started yet.

Would you need my help?

No, thanks. I'll do it as soon as possible. I know that you're as busy as I am.

Okay. Just let me know if you need my help.

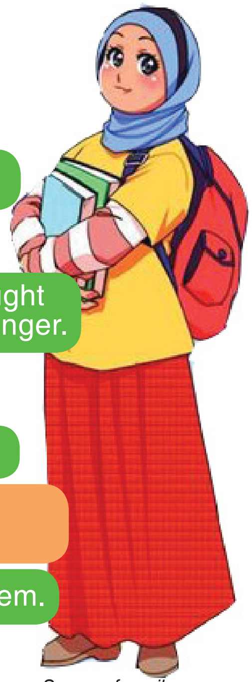
Dialog 4

Hamada



Source: *freepik.com*

Diana



Source: *freepik.com*

Hamada: My extended family is going to a surprise birthday party for my grandmother next week.

Diana: Wow! That sounds great. How old is she?

Hamada: She'll be 75 on August 13.

Diana: Really? I didn't know that she was that old. I thought that she was still around 60. She looks much younger.

Hamada: Thanks.

Diana: *What if I help you with the preparation?*

Hamada: Oh, it's very nice of you. But I'm going to do it with my sister. Thanks for the offer.

Diana: Okay, no problem.

Questions

1. Where do you think each conversation takes place?
   Dialog 1: ____
   Dialog 2: ____
   Dialog 3: ____
   Dialog 4: ____
2. What are the relationships between the speakers?
   Dialog 1: ____
   Dialog 2: ____
   Dialog 3: ____
   Dialog 4: ____
3. What are the functions of the underlined words?
   ____
4. What are the functions of the italicized words?
   ____

5. In Dialog 1, what does dr. Nahda say to help Fafa? What will dr. Nahda do to help Fafa?

   ____

   ____

6. Look at Dialog 2. What does Tania offer to the stranger? Does the stranger accept Tania's offer? What does he say?

   ____

   ____

7. Who is offering a help in Dialog 3? What does she say? Is the offer accepted?

   ____

   ____

   ____

8. In Dialog 4, what does Diana say to offer a help? Does Hamada accept or refuse the help? What does she say?

   ____

   ____

   ____

9. Write the patterns of offering help/services.

   ____

   ____

10. Write possible responses for offering help/services.

   ____

   ____

   ____

Task 2: Listen and read the dialogs.

Listen to your teacher reading the dialogs above. Then, work in pairs. Take turns reading and practicing dialogs 1, 2, 3, and 4.

E. VOCABULARY EXERCISE

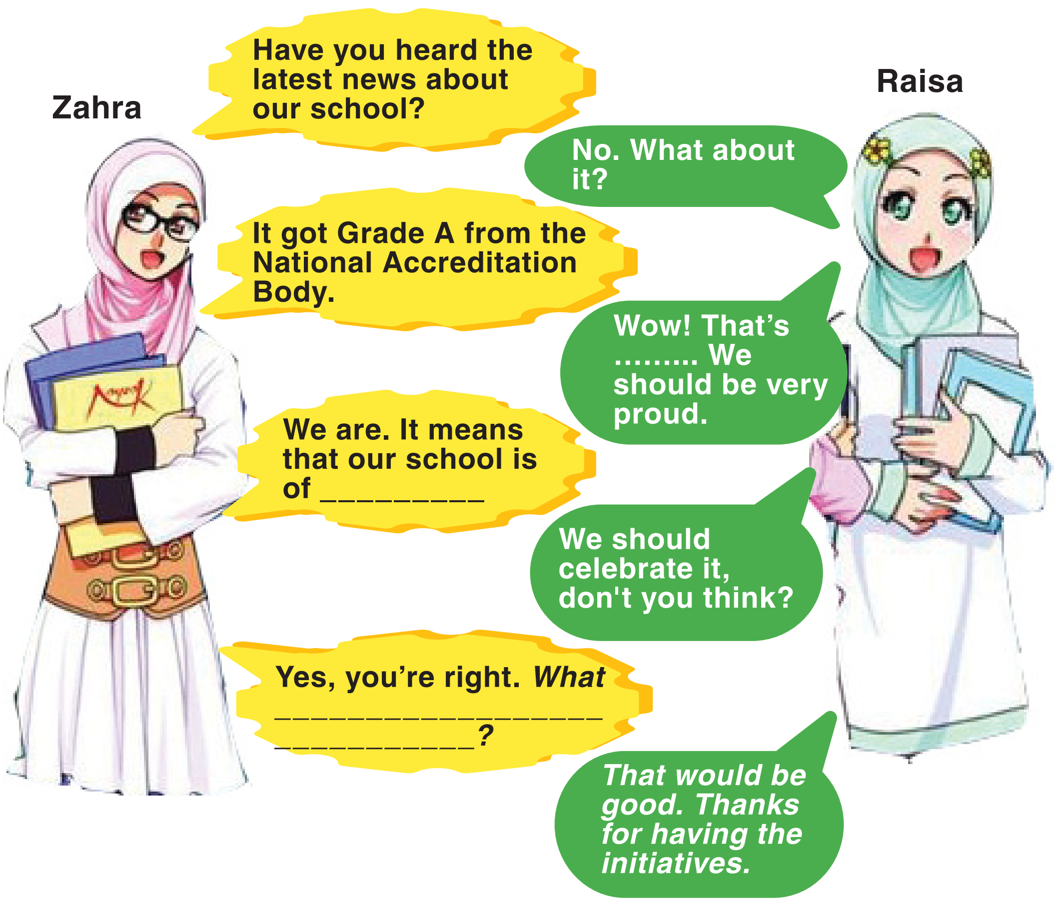
Task: Complete the dialogs.
Read the following dialogs carefully and then fill in the blanks with the appropriate expressions.

Dialog 1



Source: *freepik.com*

Dialog 2



Source: *freepik.com*

Source: *freepik.com*

Dialog 3

Diani : What do we have to prepare for the next trip?

Riana : We are supposed to bring winter clothes. Three pieces at least. We also have to take our personal medication.

Diani : Oh, I don't have any _________ and I don't have enough time to find ones.

Riana : My sister has two jackets good enough for going out in ___________ What if ____________________?

Diani : That would be very helpful. Thank you very much.

Riana : No worries, mate.

Diani : Are we supposed to bring some food as well?

Riana : No.______________________ by the school.



Source: *creativaimages.com*

F. GRAMMAR REVIEW

Task : Fill in the table.

Look back at the dialogs in part D. Pay attention to the italicized expressions and the last two questions following the dialogs. Write down the pattern of expressions to offer a help/ service and its responses. See the example.

Pattern	Examples	Responses
May I …?	May I help you?	Thanks a lot.

G. SPEAKING

Task 1: Group work.
Work in groups of 4. Write a dialog for each of the following situations.



Source: *freepik.com*

1. You are doing the History Project with your group at the library after school. Your best friend cannot finish his/her part. Offer a help to do it together.

____
____
____
____
____
____
____
____

2. School holiday is coming soon. You and your family have a plan to go abroad, but do not have time to surf the internet to find the best place and best deal. Offer your parents to find the needed information and to arrange the vacation with the tour agent.

____
____
____
____
____
____
____

3. You work in a tour agency. You see a young gentleman enter your office awkwardly. Offer your service and try to convince him to take one of your holiday packages.

____
____
____
____
____
____
____
____

4. A friend is absent because she is sick. You visit her this afternoon. Your friend needs your help to communicate with the teacher about an assignment that she hasn't finished yet. Offer her a help.

____
____
____
____
____
____
____
____

5. You want to go to the movie this weekend. You ask several friends to go with you. Two of your friends cannot make up their minds. Offer to treat them so that they can go with you.

____
____
____
____
____
____

Task 2: Role Play the dialog.

With your group, choose one of the dialogs from Task 1 and perform it in front of your class. Show your best performance to your classmates.



Source: www.omahjoglo.co

H. REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you know how to offer a help/a service?
2. Do you know how to respond to an offer/a service?
3. Do you know how to accept an offer/a service?
4. Do you know how to refuse an offer/a service?



Source: *freepik.com*

If you answer "no" to any of the questions above, please discuss it with your friends or consult it to your teacher.

Chapter 2

Why Don't You Visit Seattle?



Source: www.artwallpaperhi.com

Tujuan Pembelajaran

Setelah mempelajari Bab 2, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *if* dengan *imperative, can, should*).

4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

A. WARMER: PAIR WORK

Task: Work in pairs.
What will you discuss with your friends when you come to a new city? What do you expect? What do you see? What do you feel?

B. VOCABULARY BUILDER

Task: Find the synonym.
Write down the synonym of the following words.

foolproof (adj.)	: ....
stroll (v)	: ....
produce (n)	: ....
amid (prep)	: ....
hubbub (n)	: ....
cozy (adj.)	: ....
wildlife (n)	: ....
leisure (n)	: ....
sophisticated (adj.)	: ....
aviation (n)	: ....
assemble (v)	: ....
treat (n)	: ....

C. PRONUNCIATION PRACTICE

Task: Listen and repeat after your teacher.
Listen to your teacher reading these words. Repeat after him/her.

amid	:	/ə'mɪd/
seattle	:	/si'ætl/
emerald	:	/'emərəld/
bainbrige Island	:	/'beɪnbrɪdʒ 'aɪlənd/
stroll around	:	/stroʊl ə'raʊnd/
gallery	:	/'gæləri/
boutiques	:	/buː'tiːks/
cozy	:	/'kəʊzi/
cafes	:	/kæ'feɪs/
numerous	:	/'numərəs/
leisure	:	/'liːʒər/
sophisticated	:	/sə'fɪstɪkeɪtəd/

D. READING COMPREHENSION

Task 1: Read the text carefully.
Have you ever heard about Seattle? Do you know what and where Seattle is? What do you expect to see and enjoy there?

Six Things to Do if You Visit Seattle

There are 6 must-have experiences that you should do if you visit Seattle where city and nature come together. If you visit Seattle, arrive with this list in hand and you'll be off to a foolproof start for exploring the Emerald City's most unforgettable sights and sounds. If you visit Seattle, do the following things:



Source: *wsdot.wa.gov*

1. Feel the fresh air on your face as you sail to Bainbrige Island on a Washington State Ferry. From the ferry you can enjoy the view of the Seattle skyline. If you want to enjoy

Bainbrige Island, stroll around downtown's galleries, boutiques, coffee houses and cafes. Seasonal gardens and natural woodlands at the Boedel Reserve are as the other options.

2. Why don't you tour the Pike Place Market's produce stands to buy something you've never tasted. The Pike Place Market is much more than a farmers' market. Its entire district is full of shopping, attractions and favorite sights. The area is festival of sounds, tastes and smells and it is part of the reason. It's called the 'soul of Seattle'. Unless you have allergic to noises, make sure you take time to spot these beloved icons.



Source: pikeplacemarket.org

3. Book a night at one of the many cozy B & Bs or resorts available throughout the Sun Juan Islands. Cozy bed and breakfasts are the perfect way to enjoy the friendly island culture. If you have enough time, tour the numerous art galleries in Friday Harbor. You can also enjoy naturalist-guided tours, wildlife spotting, whale watching and storm watching.



Source: visitsanjuans.com

4. See exciting and experimental works at Chihuly Garden and Glass. A visit to this site is an opportunity to take full advantage of the location at the Seattle Center, a premier destination for arts, entertainment and leisure activities. If you visit this city, you should explore the Space Needle and Pacific Science Center. Experience Music Project and a variety of cultural activities offered throughout the year.



Source: Kemendikbud

5. Watch the world's most sophisticated aircraft be built before your eyes at the Boeing factory in Mukilteo. If you are curious to know about it, you should explore the dynamics of flight and experience new aviation innovation. Go behind the scenes at Boeing to watch the very same jets you may one day be a passenger on being assembled.



Source: *futureofflight.org*

6. Tour the Theo Chocolate Factory in Freemont and learn how their delicious confections are made. This factory has a mission to create change in the Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict there. The factory trains 2,000 Congolese farmers to grow high quality cocoa.



Source: *theochocolate.com*

Taks 2: Practice to ask and answer questions.
Still related to the reading text above, play the roles of the speakers in the pictures. Complete the blanks with suitable expressions.



Source: *freepik.com*

Source: *freepik.com*

Dialog 1

A : What can we do at the Pike Place Market?
B : We can tour ____________________ and ____________
A : ____
B : Its entire district is full of shopping, attractions and sights.
A : ____?
B : The area's festival of sounds, tastes and smells.

Dialog 2

A : ____________________ Chihuly Garden and Glass?
B : It is a premier destination for arts, entertainment and favorite sights.
A : ____________________ at Chihuly Garden and Glass?
B : The Space Needle and Pacific Science Center.

Dialog 3

A :______________ for a sweet treat?
B : Tour the Theo Chocolate factory in Freemont.
A : _________________ ?
B : The mission of the chocolate factory is to create change in the Democratic Republic of Congo (DRC).

Dialog 4

A : Where _____________?
B : At the Boeing factory in Mukilteo.
A : ___________________?
B : Explore the dynamics of flights and experience new aviation innovation.

Taks 3: Complete the sentences.
Please complete the following sentences by referring to the previous reading text.

Example:

If you visit Seattle, arrive with ___________________________

If you visit Seattle, arrive with *this list of six must-have experiences*.

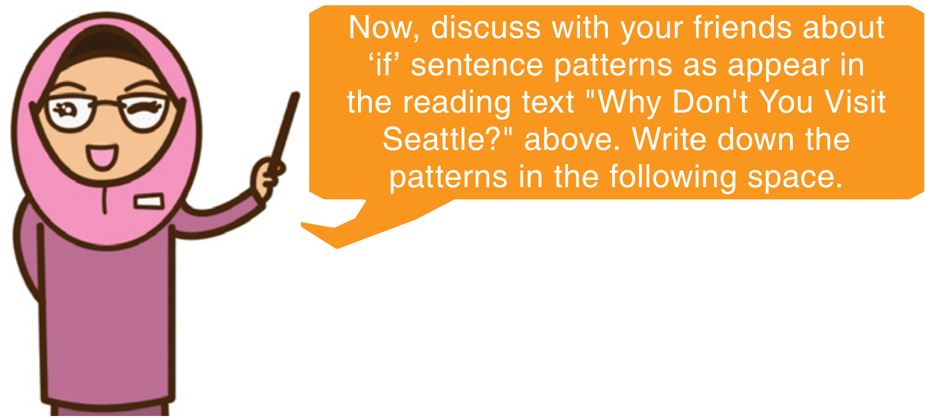
1. If you visit Seattle, the first thing to do is ______________
   ____
   ____
2. The second thing to do is ________________________
   ____
   ____
3. The 'Soul of Seattle' is the name for __________ because
   ____
   ____
4. ____
   _________________________________ is the third instruction to follow if you visit Seattle.
5. If I am in the San Juan Islands, I will be able to enjoy ____
   ____
   ____
6. The fourth instruction to follow is ___________________
   ____
   ____
7. Chihuly Garden and Glass customer service may offer a help to a guest saying __________________________
   ____
8. If you were an aircraft factory staff, what would you say to offer help for your visitors. What if __________________
   ____

9. Two instructions to follow at the Boeing factory are ________ and ________________________________

10. Imagine you are visiting Lake Toba with your classmates. Your friends want to go canoeing but do not know how to do it. What would you say to help them ________________ ____

Personalisation:
If you have an opportunity to visit Seattle, what will you do? Write down your plan on a piece of paper.

E. GRAMMAR REVIEW



Source: *freepik.com*

Task 1: Identify the "if" sentences.
Read again the text "Why Don't You Visit Seattle?" and identify the "if" sentence along with its pattern. Look at the example.

1. **Sentence 1:**
   If you visit Seattle, feel the fresh air on your face as you sail to Bainbridge Island on a Washington State Ferry.

Pattern 1:

'If clause' + an imperative

2. Sentence 2:

   ....

   Pattern 2:

   ....

3. Sentence 3:

   ....

   Pattern 3:

   ....

4. Sentence 4:

   ....

   Pattern 4:

   ....

5. Sentence 5:

   ....

   Pattern 5:

   ....

Task 2: Practice the dialogs.

Read and practice the dialogs below with your friend. Pay attention to the use of "if" clause.

Dialog 1

Father : Exam is around the corner. It's about time to go back to your study.
Son : Okay, Dad.
Father : If you want to pass the exam, you have to study harder.
Son : Thanks, Dad.

Dialog 2

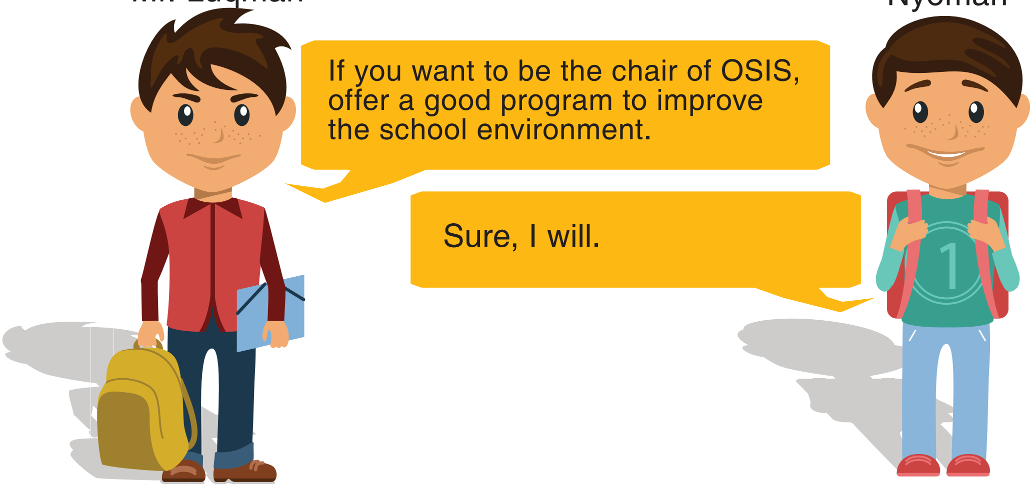
Dela : Where can I get inexpensive good quality shoes?

Emi : If you want a good price, why don't you go to the factory outlet?

Dialog 3

Mr. Luqman

Nyoman



Source: *freepik.com*

Source: *freepik.com*

Dialog 4

Mom : If you don't put some cherries on it, your cake will look pale and dull.

Etty : Yes, you're right. A cherry or two will help with the appearance.

Dialog 5

Joko : If I am elected president, I will waive taxes for poor people.

Edwin : I wish you all the best.

Task 3: Fill in the blanks.

Complete the following blanks by looking at the information in the conversations above. Number 1 is done as an example.

1. An example of *'if clause' + a reminder* is:
   If you want to pass the exam, you have to study harder.
2. An example of *'if clause' + a suggestion* is:
   ____
   ____
3. An example of *'if clause' + a general truth* is:
   ____
   ____
4. An example of *'if clause' + an imperative* is:
   ____
   ____
5. An example of *'if clause' to show a dream* is:
   ____
   ____

F. WRITING

Task 1: Work in groups.

Work in groups of 3-5 students. Find other text that uses "if clause" in it. Then, identify the "if clauses" in your text together with your group. Find the patterns as well. Write the result in the following spaces.

If Clause	Patterns

Task 2: Exchange your work.
Exchange your group's work with other group's work. Check the work. You may give some corrections and suggestions in other piece of paper.

G. SPEAKING PRACTICE

Task: Have a conversation with your friend.
Remember your visit to an interesting place sometime ago. Your friends plan to visit that place. Give suggestions to your friends. To prepare yourself, make a note. Look at the following example.

Now, you're ready to give your tips to your friends. Don't forget to include **'if clause' + imperative/suggestion** in your tips. Please also offer a help if your friends need more information.

Example:

If you visit Seattle, you have to :

1. *Sail to Bainbrige Island on a Washington State Ferry.*
2. *Visit the Tour Pike Place Market.*
3. *Book a night at Sun Juan Islands.*
4. *Visit Chihuly Garden and Glass.*
5. *Watch the aircraft being built at the Boeing factory.*
6. *Book a tour at the Theo Chocolate factory in Freemont.*

H.REFLECTION



Source: *freepik.com*

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you know how to tell your friends about visiting a place using 'if' clause followed by imperatives/suggestions?
2. Do you know how to write texts about visiting a place using 'if' clause followed by imperatives/suggestions?

If you answer "no" to any of the questions above, please discuss it with your friends or consults it to your teacher.

Chapter 3

Creating Captions



Source: *www.previews.123rf.com*

Tujuan Pembelajaran

Setelah mempelajari Bab 3, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks *caption*, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya.

4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk *caption* terkait gambar/foto/tabel/grafik/bagan.

4.3.2 Menyusun teks khusus dalam bentuk teks *caption* terkait gambar/foto/tabel/grafik/bagan, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

A. WARMER: VIDEO WATCHING

Work in pairs. Your teacher will show you a fragment of a mute film, so you can see the actions but you cannot hear the voices. What you should do is guessing what is said by the characters in the film. Your teacher will pause in certain points to give you time to write down the possible conversations between the speakers.



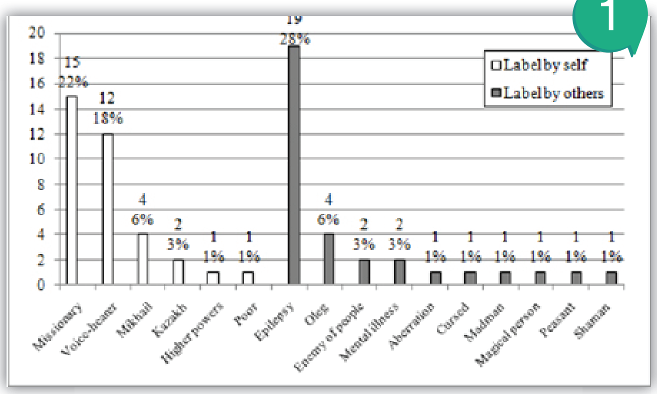
Source: *freepik.com*

B. READING CAPTIONS

Task 1: Observe the pictures in pairs.

Now, look at the following pictures. Discuss with your chair-mate which ones are captions.

1



Source: creativeimage.com

2



Source: creativeimage.com

3



Source: creativeimage.com

4



Source: creativeimage.com

5



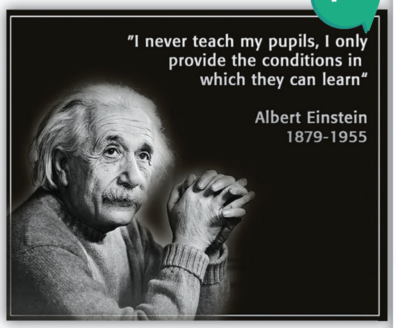
Source: creativeimage.com

6



Source: creativeimage.com

7



Source: messages.365greetings.com/

8



Source: creativeimage.com

9



Source: creativeimage.com

A caption, also known as a cutline, is a text that appears below an image. Most captions draw attention to something in the image that is not obvious, such as its relevance to the text. Captions can consist of a few words of description, or several sentences. Along with the title, lead, and section headings, captions are the most commonly read words in an article, so they should be succinct and informative.

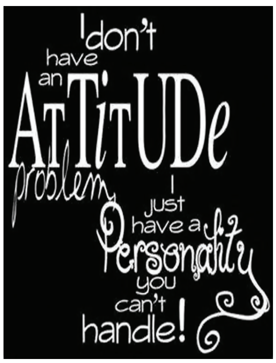
Captions also include a short title or heading of an article in a magazine or newspaper. Words shown on a cinema or television screen to establish the scene of a story are also called captions. Captions can also be inserted below/above charts, figures, graphics and tables.

There are several criteria for a good caption. A good caption clearly identifies the subject of the picture without detailing the obvious. It is succinct. It establishes the picture's relevance to the article, provides context for the picture, and draws the reader into the article.

(Adapted from: *en.m.wikipedia.org)*

Task 2: Observe these pictures and photos. What are these pictures and photos trying to say? Answer the questions to help you understand them better.

1. Can you mention some attitude problems?
2. What kind of personality is difficult to handle?
3. What kind of caption is it?



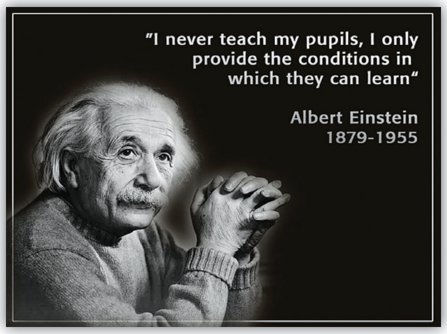
4. Make some quotes about nature.
5. Explain your quotes to your friends.
6. Compare your quotes and the quote in the caption.



7. What does friendship mean to you?
8. Write a sentence or phrase under the word 'friendship' in the caption.
9. What do you think about the quote in this caption?



10. What do you think about the picture? Is the man happy? What does this man symbolize?
11. Write your own caption inside this photo.



Task 3: Have a group discussion.
Discuss with your friends the following points:
1. What are captions?
2. What is the importance of captions?
3. Why do people use caption?



Task 4: Have a discussion in pairs.
Back to the captions number 1-9. What messages are sent by the writers? Where can you find these captions? Discuss with your chair-mate to find the answer. Write down your answer in the space below.

Caption	Message	Venue
Caption 1	Not all expectations can be achieved.	
Caption 2		
Caption 3		
Caption 4		
Caption 5		
Caption 6		
Caption 7		
Caption 8		
Caption 9		



Task 5: Work in pairs.
Refer to the pictures in previous Task 1 and complete the blanks with suitable expressions. Then, play these roles in front of the class.

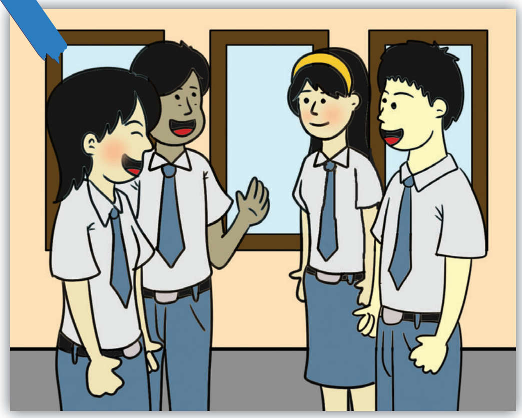
Dialog 1

A : Which caption(s) do you like?
B : ____________________________________
A : Why do you think so?
B : ____________________________________
What about you, which one(s) do you like?
A : I think ______________________________
B : Can you tell me why you like it?
A : ____________________________________
B : Do you think the description in caption 1 reflects the content of the chart?
A : ____________________________________

Dialog 2

A : Which ________________________?
B : I like caption number 4. The font is so interesting and the combination of black and white colours provides a clear contrast. What about you, which one do you like the best?
A : I like number 5 best. The yellow colour with the greeny nature background ______________________________
____
B : I like it, too. The words also ______________________
____
A: Do you agree with the words written in caption 1?
B: ____
A: Why?
B: ____

Continue having a chat with your friends about each caption. Express your opinions to your friends and respond to their opinions.



Source: Kemendikbud

Task 6: Work in groups.
Choose two captions from the previously given captions. Discuss with your friends by focusing on three things:
1) whether they are good,
2) what messages they express, and
3) what grammar is used.



A note to remember:

There are several criteria for a good caption. A good caption clearly identifies the subject of the picture without detailing the obvious. It is succinct. It establishes the picture's relevance to the picture, provides context for the picture, and draws the reader into the message.

So related to the structure of a caption, it can be written in the form a word(s), phrase(s) or sentence(s).

C. WRITING AND DESCRIBING CAPTIONS

Task 1: What's the caption?

Look at the following picture and write a caption for the picture.

When writing a caption, the **descriptive words** accompanying the caption should offer more complete information about the picture. The words that you choose depend on the message that you want to send to your reader.

descriptive words



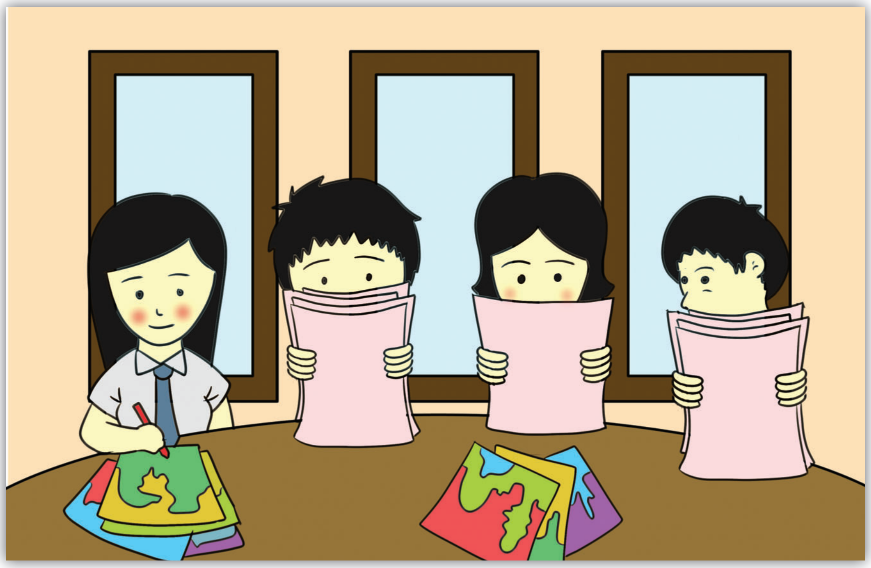
From the picture above, you can create different kinds of caption. You can write **“Poor boy!”** to show your sympathy to the boy. You can also write down, **“Show me your driving license.”** to create a satire commenting on the police officer. You might want to write, **“Oh, my goodness!”** to echo the boy’s mind why the police should stop him while he is only riding his bicycle or the police is thinking why the boy wears a safety helmet for a motor rider. Many other expressions are possible. You can also put the words in different positions to create the best layout.







Task 2: Work in groups.
Now, sit in groups of four. Bring a picture from home and make four copies. Distribute them to your friends and ask them to write a caption on each picture.



Source: kemendikbud

Activities in Groups. How do You Do It?

The first student will start by distributing a copy of his or her caption to each student in the group. All students then write a caption of the same picture, table, chart or graphic.
After that, the students show the caption to their friends and explain the message in it. The second, third, and fourth students repeat the process.

D.REFLECTION



At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you know why people write captions?
2. Where do you usually find captions?
3. What can make people understand the messages in captions?
4. Do you know how to write texts accompanying captions?
5. What can you learn from this chapter?
6. Do you have any difficulties in understanding and writing captions?

If you answer "no" to any of the questions above, please discuss it with your friends or consult it with your teacher.

Chapter 4

Do You Know How to Apply for a Job?



Source: www.adweek.com

Kompetensi Dasar:

Setelah mempelajari Bab 4, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri dan latar belakang pendidikan/ pengalaman kerja, sesuai dengan konteks penggunaannya.

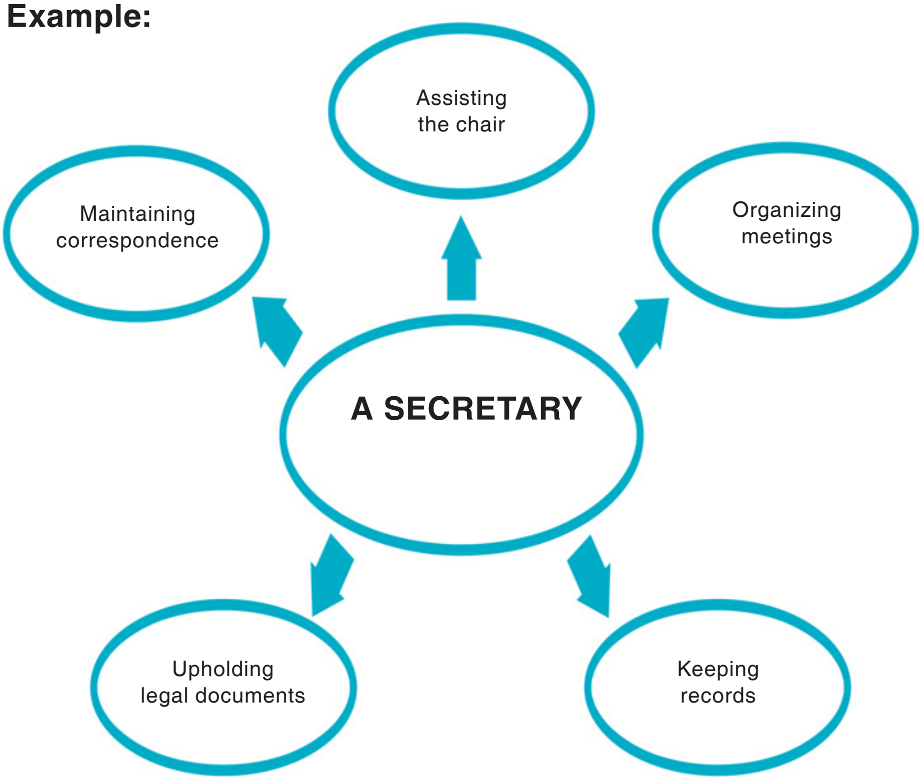
4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja yang memberikan informasi terkait jati diri dan latar belakang pendidikan/ pengalaman kerja.

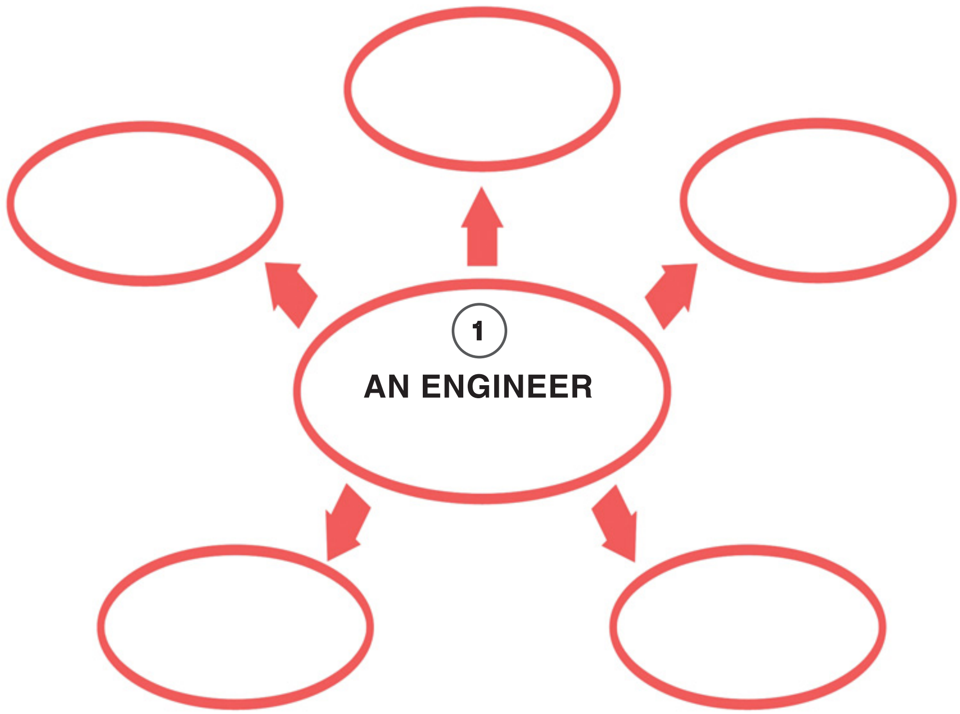
4.2.2 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

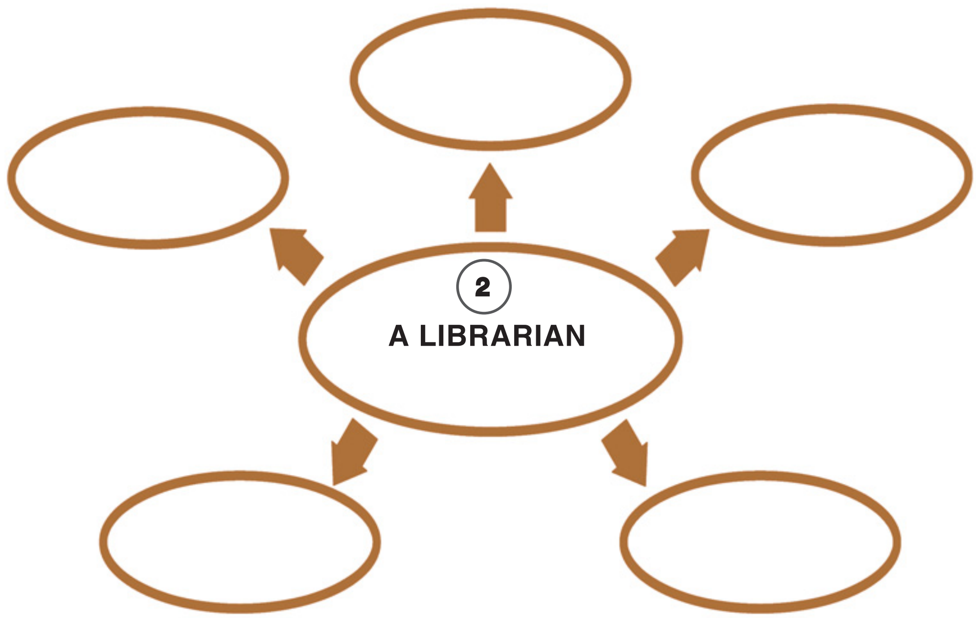
A. WARMER: BOARDGAME (MINDMAP)

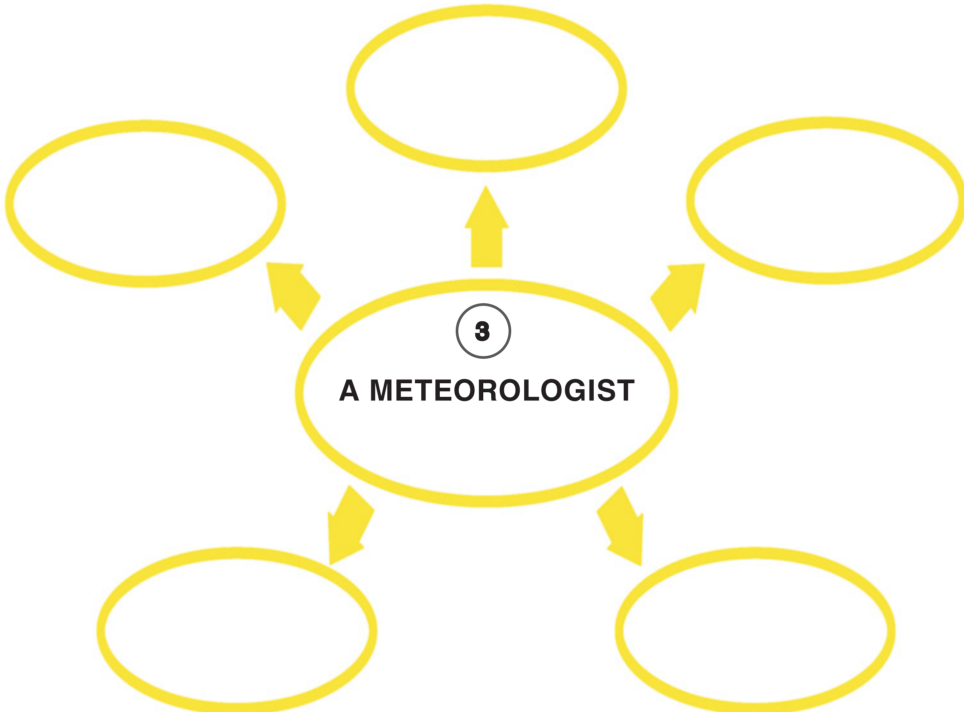
Your teacher will divide the class into 4 groups and show you how to play boardgame (mindmap). All groups will compete to complete the mindmap on the whiteboard. The first to finish the mindmap will be the winner. Look at the example below.

Example:

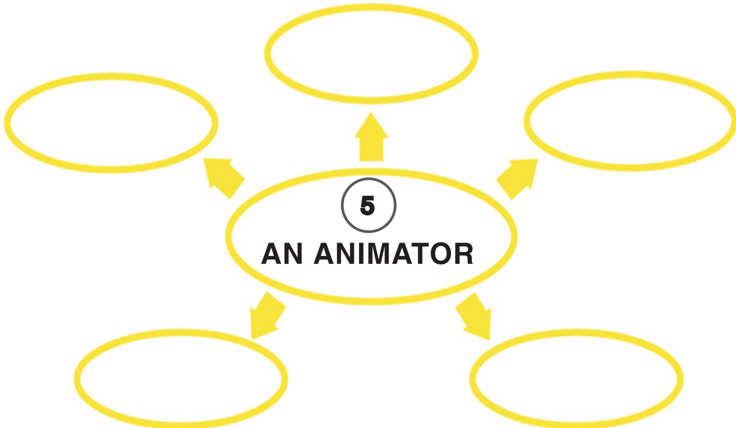


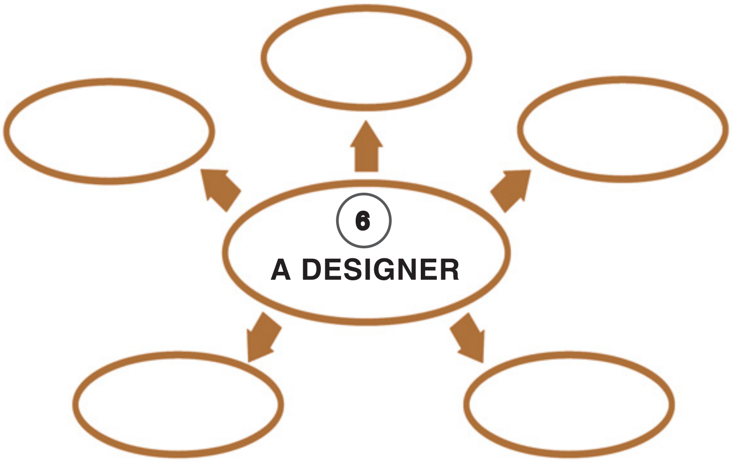

1
AN ENGINEER


2
A LIBRARIAN


3
A METEOROLOGIST


4
A MARKET
RESEARCHER


5
AN ANIMATOR


6
A DESIGNER


7
A MANAGER

Discuss with your friend next to you what job you want to have in the future.
You have five minutes to do the activity.



Source: *freepik.com*

B. VOCABULARY BUILDER

Task: Match the words.
Match the English words on the left with the Indonesian equivalents on the right. Follow the example.

A	B
• requirement	• termuat di koran
• qualification	• terlampir
• enclosed	• jenis keterampilan/ kepribadian pengalaman yang membuat seseorang cocok untuk suatu pekerjaan tertentu
• colleagues	• agar
• to appear	• persyaratan
• resume	• kolega
• consideration	• pertimbangan
• be suited	• cocok untuk
• in order to	• daftar riwayat hidup/ curriculum vitae (CV)

C. PRONUNCIATION PRACTICE

Task: Listen and repeat after your teacher.
Listen and repeat after your teacher says the words below. Practice more to perfect your pronunciation.

1. to appear : /tu əˈpɪr/
2. be enclosed : /biː ɪnˈkloʊzd/
3. qualification : /ˌkwɑːlɪfəˈkeɪʃən/
4. in order to : /ɪn ˈɔːrdər tuː/
5. requirement : /rɪˈkwaɪrmənt/
6. colleagues : /ˈkɑːliːg/
7. consideration : /kənˌsɪdəˈreɪʃən/
8. be suited : /biːsuːtɪd/
9. resume : /rɪˈzum/

D. READING COMPREHENSION

Task 1: Read the text carefully.
As you read, try to figure out the answers to the following questions. What is the type of the following text? Why do people write such text? Do you think that someday you will write a text like that? Do you know the names of the parts of the text marked by the numbers and the meaning of the words in italics in the text?

Lilis Handayani (1)
Jl. A. Yani 389
Surabaya, 65151
April 19, 2015

Mr. Frank Peterson, Personnel Manager (2)
Jeans and Co.
Jl. Raya Pandaan 186
Pandaan Pasuruan, Jawa Timur, 98502

Dear Mr. Peterson: (3)
(4) I am writing to you in response to your advertisement for a local branch manager newspaper *appeared* in the Jawa Pos on Sunday, June 15. As you can see from my *enclosed resume,* my experience and *qualifications* match this position's requirements.

(5) My current position, managing the local branch of a national shoe *retailer*, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues *in order to* meet sales deadlines. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.

(6) Thank you for your time and consideration. I *look forward* to the opportunity to personally discuss why I am particularly *suited* for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.

Sincerely, (7)

Lilis Handayani

Task 2: Answer the questions.
Answer the following questions based on the text.

1. To whom is the letter sent?
2. Who wrote the application letter?
3. What is the purpose of writing the letter?
4. What position is being advertised?
5. How did Lilis Handayani know the vacancy?
6. What is Lilis' current position?
7. What has her current position provided with?
8. What other responsibilities does she have at the moment?
9. Do you think that Lilis is confident about her competence? How do you know?
10. Does Lilis indicate her willingness for an interview? Find the evidence from the text.

Task 3: Let's have some questioning activities.
Do you still have questions? Write down your questions and take turns asking and answering the questions with your partner. Compare your answers to your partner's. Identify relevant words (data) from the text to support your answers. If you're not sure, check the answers with the teachers.

E. VOCABULARY EXERCISES

Task: Complete these sentences.
As you already know the meaning of the (new) words in vocabulary builder, now use the following words to fill in the blanks. Consider the context of the sentences in choosing the right words.

be suited	consideration	appear
requirement	qualification	in order to
attached to	resume/CV	colleague

1. Siti still cannot hide her happiness because her investigation report about high school students' eating habit _____________ on a regional newspaper yesterday.
2. Butet frequently initiates speaking in English with her classmates because one of the ____________ appearing in job vacancy advertisements in the Internet and newspapers require English fluency.
3. Students of XII E class made a class pledge stating their commitment to stop bullying _____________ create positive classroom atmosphere for every class member.
4. I support Eva Tuarita to be the new head of our student association because she possesses all the ___________ to be a good leader for us.
5. Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because she and I will join an English speech competition. ____________ the letter is our completed application letter to join the event, which is also signed by our English teacher.
6. As good ____________, our teachers visited our English teacher who has been sick for a week. Some of us also went there together bringing her favorite fruit.
7. Maya's calm personality is really ____________ for her role as one of the school mediators that help conflicting students to achieve conflict resolution.
8. Fighting? Never. Although Bejo is a great master in martial arts, he never takes fighting into his ___________ in dealing with problems.
9. Don't forget to attach your .... in your application letter and don't forget to include all of the certificates of trainings you have attended.

F. GRAMMAR REVIEW

PASSIVE VOICE

Task 1: Read the following sentences.
Observe the italicized verbs. Look how the "to be" changes the verb.

1. I *am* particularly *suited* to this position.
2. I *can* also be reached by email.
3. The application letter *is written* by William Smith.
4. The programmer position *is advertised* in the Times Union.
5. Three references *are enclosed* in the application letter.
6. The application letter *was sent* three days ago.
7. Several positions *were offered* in yesterday's local newspaper.

Did you notice that in all the sentences you found ***be (am, is, are, was, or were)*** and ***past participles (V-3)***? Those sentences are called ***passive sentences.*** Study the following examples to see how passive sentences are formed from active ones.

Active Voice	Passive Voice
She *cleans* the room every day.	The room *is cleaned* every day.
He *is cleaning* the rooms right now.	The rooms *are being cleaned* right now.
She *cleaned* the room yesterday afternoon.	The room *was cleaned* yesterday afternoon.

The cleaning service *was cleaning* the rooms at 12.00 yesterday.	He couldn't check in at 12.00 noon yesterday because the rooms *were being cleaned*.
She *has cleaned* the room.	The room *has been cleaned.*
He *has cleaned* the rooms.	The rooms *have been cleaned.*
They *will clean* the rooms.	The rooms *will be cleaned.*

Task 2: Do the exercise.
Change the following active sentences into passive.

1. He manages the local branch of a national shoe retailer.
   ____
2. The company has advertised the job opportunity in the national newspaper.
   ____
3. He developed time management tools for staff.
   ____
4. She will enclose her resume in the application letter.
   ____
5. Linda is writing an application letter for the position as a secretary.
   ____

NOTE:
In passive voices, the subjects disappear. Passive voices are usually used when the subjects (doers) are not really important, therefore they might be erased from the sentences. In passive voices, the process is more important than the doers.

G. TEXT STRUCTURE

Task 1: Pay attention to the table below.
These are the structures of application letters. Find an example of an application letter and try to identify its text structure.

No.	**Parts of the Application Letter**
1	Your address
2	The address of the company you are writing to. Use complete title and address; don't abbreviate.
3	Always make an effort to write directly to the person in charge of hiring.
4	Opening paragraph – Use this paragraph to specify which job you are applying for, or, if you are writing to inquire whether a job position is open, question the availability of an opening.

5	Middle paragraph(s)/body – This section should be used to highlight your work experience which most closely matches the desired job requirements presented in the job opening advertisement. Do not simply restate what is contained in your resume, but give strong reasons why you are suited to the position.
6	Closing paragraph – Use the closing paragraph to ensure action on the part of the reader. One possibility is to ask for an interview appointment time. Make it easy for the personnel department to contact you by providing your telephone number and email address.
7	Always sign the application letter. ("enclosure" indicates that you are enclosing your resume.)

Task 2: Read the text carefully.
The following text is another example of an application letter. Read it carefully. Then, identify parts of the application letter by referring to the guiding questions below.

Guiding questions:

1. Which part indicates the address of the job applicant?
2. Which part indicates the address of the company the letter is sent to?
3. Which part indicates the person in charge?
4. Which part indicates the opening of the letter? What information is provided?
5. Which part contains any information that matches the position? What specific information is highlighted?
6. Which paragraph closes the application letter? What information is written in this part?
7. Where do you put your signature?
8. What do you need to consider in writing an application letter?

January 23, 2014

George Sebastian
Prosperous Company
25 Saint John Court
Hatfield, CA 08065

Dear Mr. Sebastian,
I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include: I have successfully designed, developed, and supported live use applications. I strive for continued excellence, and I provide exceptional contributions to customer service for all customers. With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience. I can be reached anytime via email at john.donaldsonemailexample.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,
Signature (for hard copy letter)

John Donaldson

Task 3: Let's work in pairs.

Refer back to the comprehension questions under the application letter written by Lilis Handayani. Observe and study the questions carefully. In pairs, make comprehension questions based on the application letter written by John Donaldson. Then, compare your questions to the ones made by other pairs.

H. WRITING

Task 1: Read the text carefully.

Here is a job vacancy appeared in a local newspaper today. Read the vacancy and consider whether you meet the qualification or not.

VACANCY

Apika Plaza, a reputed and well-established showroom, is seeking to fulfill job vacancy from qualified, motivated, and experienced individuals.

If you think you have the confidence and the capability in you, then you are more than welcome to apply.

Position: Sales Executive

Qualifications:

- Bachelor's degree in any discipline
- Minimum 2 years of experience in a similar position
- Proficiency in both English and Indonesian
- Basic computer skills
- Charming personality and good interpersonal skills

Roles and Responsibilities:

- Deal and negotiate with customers
- Respond to customers' queries about various products and services

Interested candidates should send their CV and scanned photograph to: Apika Plaza Ltd., Jl. A. Yani 25, Sukamakmur 65126
(Attn. Mr. Feliks Diansyah, Manager)

Task 2: Let's apply for a job.
Write an application letter to respond to the above job vacancy. Use these points about parts of application letters to help you.

1. Write your address.
2. Write the address of the company your application letter is sent to.
3. Write down the name of the person in charge.
4. Write down any necessary information in the opening of the letter.
5. Write down specific information to indicate that your capability matches the position.
6. Write down any necessary information in the closing.
7. Sign your application letter.

Task 3: Do the project individually.
Find another example of application letters in the Internet. Analyze whether you can find the parts of application letters that you have learned. Exchange with friends.

I.REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you understand the purpose of an application letter?
2. Do you know what information appears in an application letter?
3. Do you know how to write an application letter?



Source: *freepik.com*

If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

Chapter 5

Who was Involved?



Source: korean-war.commemoration.gov.au

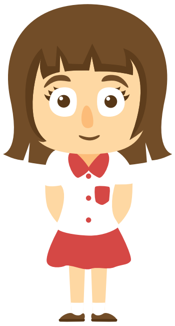
Tujuan Pembelajaran

Setelah mempelajari Bab 5, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *news item* berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER: GROUP SHARE



Share with your chair-mate an interesting, important, or surprising piece of news that you have heard from TV, radio, newspaper, or people around you. Take turns doing that.

Consider the following questions when sharing:

1. Where did you get the news item from? Did you get it from TV, radio, newspaper, or people around you?
2. What is the news about?
3. Where did it happen?
4. When did it happen?
5. Do you consider the news item interesting, important, or surprising? Why do you think so?

B. VOCABULARY BUILDER

Task: Find the meanings of the words.
Guess the meaning of each following word. Then, check them with your friends. Consult your dictionary when necessary. After that, practice pronouncing the words with yout friend.

obey	:	/əʊˈbeɪ/
regulation	:	/ˌregjəˈleɪʃən/
occurrence	:	/əˈkɜː rəns/
tenant	:	/ˈtenənt/
owner	:	/ˈoʊnər/
(be) accustomed	:	/biː əkʌstəmt/
abandon	:	/əˈbændən/
concern	:	/kənˈsɜːrn/

C. LISTENING

Task 1: Listen to the news item.
Your teacher will read this piece of news aloud. Check whether you can answer the questions following that.

Task 2: Do the comprehension questions.
Answer the following questions correctly based on the news you have just heard.

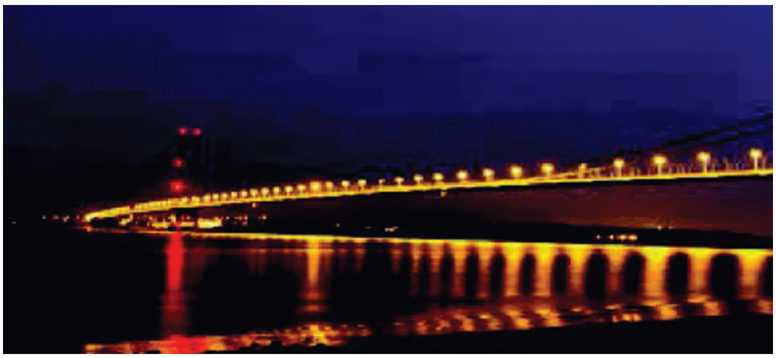
1. What is the news about?
2. Where did it happen?
3. When did it happen?
4. Why did that happen?
5. Who were involved in the event?
6. How serious was the violation? Why do you think so?
7. Are you in favor of Mr. Subagio's decision or against it? Why?
8. In your opinion, what can prevent us from committing such a crime?

D. READING

Task 1: Read the text aloud.
Take turns to practice reading the news aloud. Pay attention to your pronunciation.

Text 1

Since 1981, the Humber Bridge in England has been the world's longest-span (1,410 meters) bridge. Like most other long-span bridges, it is a suspension bridge. In a suspension bridge, the bridge deck hangs, or is suspended, from thick steel cables. They are made of tens of thousands of kilometers of thin steel wires bound together.



Source: www.nelps.wordpress.com

The cables go up and over tall towers on either side of the gap to be spanned. They are anchored firmly at each end. In the largest suspension bridges, the towers have to be built slightly out of parallel to allow for the curve of the Earth!

(Source: Children's First Cyclopedia, compiled by M. Dempsey)

Text 2

The construction of the Jakarta metropolitan area's new 21-kilometer-long Antasari–Depok–Bogor toll road kicked off on Thursday as the government boosted efforts to support the capital city's expansion.

The toll road connection will give the public an alternative access to ease congestion on Jl. Sawangan and Jl. Margonda in Depok, which is the only major route to Jakarta from Depok. "The Antasari-Depok toll road is an important project as it is part of the ring and radial road system in Jakarta," Public Works Ministry Director General of Highways Djoko Murjanto said during the launch.

(Source: *The Jakarta Post,* May 9, 2014)

Aspects	Text 1	Text 2
Social function: What is the purpose of the text?		
Text structure: How are the ideas in the text organized?		
Linguistic features		

Task 2: Observe the texts.
Read the texts in Task 1 again and answer the following questions orally**.**

1. Do you know reported speech? In which text did you find reported speech?
2. Do you think that reported speech is commonly found in texts like Text 2? Why do you think so?

Task 3: Let's make comprehension questions.
Create your own questions about the two texts. Do you have any questions so far about the two texts? Write down your questions and ask your friends or your teacher to get the answers.

Task 4: Think about it.
Before you read the following news item about tenants of apartments, talk about these things in small groups.

1. Do you find any apartment in your towns or cities?
2. Where are apartments usually found?
3. What do apartments generally look like?
4. How are apartments different from houses?
5. Can you think of the advantages or disadvantages of living in an apartment compared to living in a house?



Source: *freepik.com*

Task 5: Read the text.

Read the following text carefully. Answer the comprehension questions briefly.

Tenants advised to obey regulations on apartment

Jakarta: A building architect has advised families planning to live in an apartment to study all the relevant regulations prior to moving in to help prevent unexpected security-related occurrences.

"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house," Fendhi Ibuhindar said.

"Tenants of an apartment should abide by regulations set by the owner of the high-rise building," he added.

"This is important, especially for a family that has a young child," he was quoted as saying by *okezone.com*.

According to him, the trend of living in an apartment in Jakarta started only 10 years ago. Living in an apartment has increasingly become popular.

"Most of Jakarta's residents are more accustomed to living in a landed house and when they live in an apartment, many are not ready for apartment-living habits and regulations. They have to abandon their mindset of living in a landed-house," he said.

He said that an owner of apartment should also consider aspects of designing and building materials that are safe for children. "The quality of building materials should be prioritized," he said.

"Children's safety should be the main concern with regards to the building materials that are used," he said.

(Adapted from: *The Jakarta Post,* May 9, 2014)

Answer the questions briefly.

1. What is the source of the text?
2. What is the text about? What is the social function of the text?
3. Which one is the headline? Write it down.
4. Why do you think living in an apartment is getting popular?
5. Can you identify some regulations of living in an apartment?
   What are they
6. Who sets the regulations?

7. Did you find any information about ***who*** in the text?
8. Did you find any information about ***where*** in the text?
9. Did you find any information about ***what*** in the text?
10. Did you find any information about ***why*** in the text?

E. VOCABULARY EXERCISE

Task 1: Fill in the blanks.
Use the words in the box to complete the following sentences.

obey	regulations	occurrences	owner
abandon	concern	tenants	(be) accustomed to

1. The government has just launched new ______________ to make tax payers comply with their obligation.
2. ______________ are required to pay a deposit, which usually amounts to a one-month rent.
3. The new governor advised the city residents to wake up and ______________ the rules so that the capital city would develop as expected.
4. Many people had to _______________ their residence because of the frequent heavy earthquakes.
5. Under the new regulations, the _______________ of the rented house has to be responsible for the provision of convenient facilities.
6. _______________ of traffic accidents in this highway are getting higher and higher, which implies the need for more strict rules on speed limit.
7. At present, the _____________ of the government is related to educating girls living in rural areas.

8. The family members seem to _____________ the severe weather changes in this country.

Task 2: Create your own sentences.
Study the list of words in Task 1 again. Create your own sentences using the words.

F. GRAMMAR REVIEW

Task 1: Observe the reported speech.
Observe the verbs used to report what the participant in the news said. Then, find all the direct speeches in the text about *tenants of apartment* and change them into reported (indirect) speech.

Direct	He	said	tenants	have to	obey	certain regulations.
Reported (indirect)	He	said	tenants	had to	obey	certain regulations.

Rewrite the text. All of the direct speeches have to be changed to reported ***(indirect) speeches.***

Direct	He	said	many tenants	are not	ready for apartment-living habits.
Reported (indirect)	He	said	many tenants	were not	ready for apartment-living habits.

Task 2: Observe the past verbs.
Look through the text again. You will find many verbs in the past form (e.g. said, added, etc.). The verbs are used in the past form to report events in the news item because the events actually happened. Please underline the past verbs in the text.

Task 3: What are the verbs?
Put the verbs in brackets into the correct past form.

1. The distribution of NKRI maps __________ (begin) at Caturwarga elementary school last Friday.
2. The policy on higher minimum wages __________ (bring) greater prosperity to local workers.
3. Limited infrastructure and facilities such as clean water resources, schools, and healthcare services (worsen) the life quality of the local residents.
4. My grandfather __________ (fly) to Denpasar the other day for a senior citizen award.
5. One victim __________ (tell) the online news portal about the incident on Saturday night.
6. It's so sad that many spectators __________ (throw) trash in the city stadium during the final football match last week.
7. The local people __________ (build) the mosque in the 16th century, and the mosque now becomes one of the official cultural heritage sites.
8. The online enrollment system __________ (be) in accordance with the central government's instruction.
9. Local poets and musicians __________ (get) wider recognition as the provincial administration __________ (grant) awards to traditional artists.
10. The anniversary events __________ (draw) large number of people to come and celebrate.

G. TEXT STRUCTURE

Task 1: Observe the text structure.
What do you know about a news item text? Read the explanation below to know more about news item text and its text structure. Then, reread the texts in this chapter and identify their text structures. Do it in a table like the following.

The previous text about tenants of apartments is called ***a news item.*** The function of a news item is to inform readers or listeners about events of the day that are considered important or newsworthy.

How are news items written? They usually start with an eye-catching ***title (the headline).*** The headline needs to be very interesting to attract readers' attention. The first paragraph in the news item is called the ***lead paragraph***, which usually contains the ***details*** about ***who, where, what,*** and ***why***. They summarize the events. Supporting paragraphs elaborate the summary of the events in more details.

Parts of the Text	Information from the Text
Headline	
Summary of Events	Who?
	Where?
	What?
	Why?
Quotes	Any quote from authorities or people involved?

Task 2: Download a news item text.

Follow these steps to download a news item text from the given site. Then, answer the given questions below based on the text and discuss the answers with your class.



Source: dreamstime.com

1. In pairs, download a piece of news from this address: http://www.dailymail.co.uk/femail/article-3354792/Inspirational-teen-tries-tackle-suicide-caused-cyber-bullying-rethink-app.html.
2. Think individually, read the news item carefully. Then, respond to the following questions.
   a. What is the news about?
   b. Who wrote the news?
   c. When was the news published?
   d. Who was Trisha Prabhu?
   e. Why was she called ‘tech whiz’? What did she create?
   f. How does Rethink work? What prompt appears as warning?
   g. Did Trisha conduct trials to prove how the software works? What did the results show?
   h. What has inspired Trisha to develop the software?
   i. How does the "stop, block, and tell" method work?
   j. What did Trisha think about technology and responsibility among teens?
3. In pairs, discuss your answers. Compare your answers to those of your friends.
4. Check your answers with the whole class.
5. In pairs, identify the direct speech in the text. Change the direct speech to reported (indirect) speech.

Task 3: Find another example of a news item text. In groups, choose an interesting or newsworthy event reported in a newspaper. You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. Is the headline interesting?
2. Is the information useful to share? Why do you think so?

Parts of the Text	Information from the Text
Headline	
Summary of Events	Who?
	Where?
	What?
	Why?

Present your text neatly and attractively so that the other groups want to read it. Take turns sharing the information you have with the class.

Task 4: Find the direct speech.
Look through your text again. Write down the *direct speech.* Then, put the *direct speech* into indirect *(reported) speech.* Share what you have with the class.

H. WRITING (ENRICHMENT)

Task 1: What is the Trending News?

Write a piece of news item by responding to these questions.

1. What is the trending news you heard on TV or read in newspaper today?
2. What information can you collect? What are the details of information (*who, where, what, why*)?

Task 2: Write a news item.

Choose an interesting or newsworthy event that has happened at or around the school. Write it up in the form of newspaper report for publication in your school magazine. Include these elements when writing.

1. **Headline** (Interesting? Smart?)
2. **Lead paragraph:** Summary of events (Who? Where? What? Why?)
3. **Supporting paragraphs:** More detailed information of the summary (Who? Where? What? Why?)

Then, follow these steps.

1. Write the headline.
2. Write the details of the news.
3. Include direct speech in your text.

Please write and present your text neatly and attractively.

Task 3: Let's do some peer editing.
Work in pairs. Exchange your writing. Check your friend's writing. Pay attention to these points when reading it.

1. The text structure: headline, summary of events in the lead paragraph (What? When?), and detailed elaboration of the events in the supporting paragraphs (Who? Where? What? Why?).
2. The use of past verbs
3. The use of direct speech
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting

I. COMMUNICATING

Task 1: Complete the cloze news.
Fill in the blanks in the following news with the appropriate words in the box.

son	described	announced
told	expect	like
winner	news	but

British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise ______________ of the Nobel literature prize on Thursday.

The 75-year-old Londoner, ______________ of a Jewish dressmaker, is one of Britain's best-known dramatists for plays ______________ *The Birthday Party and The Caretaker*, whose mundane dialog with sinister undercurrents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, he was ______________ by Swedish Academy head Horace Engdahl, who ______________ the prize, as "the towering figure" in English drama in the second half of the 20th century.

Pinter ______________ Reuters Television he was overwhelmed by the ______________: "I haven't had time to think about it ______________ I am very, very moved. It was something I did not ______________ at all at any time."

(Taken from: *The Jakarta Post*, October 14, 2005)

Task 2: Rewrite the news.

Rewrite the news above using your own words. Use this sentence to begin your rewriting.



*Harold Pinter was a British playwright.*______________

____

____

____

____

____

____

____

Task 3: Write a news report.
The following are notes from a journalist's notebook. Read it carefully. Then, follow the instructions below!

1. International donors to Vietnam, Indonesia, and Laos announced on Thursday.
2. More than $17 million to help fight the bird flu virus.
3. The virus having killed more than 60 people in Asia.
4. Triggering fears of a global pandemic.
5. A top-level delegation of US and global health officials touring Southeast Asia.
6. Searching for ways to curb the spread of the H5N1 virus.

Write a newspaper report using those notes. Read again the previous examples of newspaper reports (in Listening – Task 1; Reading – Task 1 and Task 5, and Communicating – Task 1/close test) to give you ideas on how to make one. Remember to include these elements in writing:

Instructions:
1. Write an interesting headline.
2. Write the summary of the events in the lead paragraph (Who? Where? What? Why?).
3. Provide quotes (direct speech) from the people involved.
4. Use past verbs.
5. Pay attention to spelling, punctuation, capitalization, and formatting.

Task 4: Retell the event.
Study the notes in Task 3. Imagine yourself as a news reader on a radio or television. Retell the news to the class.



REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.



Do you know how to create a news item? Respond to these questions to check whether you understand how to create a news item.

1. Do you use a catchy and interesting headline?
2. Do you have a lead paragraph that summarizes the important event?
3. Do you elaborate the summary into more detailed information?
4. Do you provide direct speech?
5. Do you use past verbs?
6. Do you pay attention to spelling, punctuation, capitalization, and formatting?

If you answer "no" to any of the questions above, please discuss it with your friends or consults it with your teacher.

Chapter 6

Online School Registration



Source: cdn2.dubaiairports.ae

Tujuan Pembelajaran:

Setelah mempelajari Bab 6, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *news item* berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER: PAIRWORK

Discuss with your friends about the problems that might happen to your school regarding registration using online system.



Source: Kemendikbud

B. VOCABULARY BUILDER

Task: Find the synonym.
Write down the synonyms of the following words. You may see your dictionary.

throng (v) : ____________________________
dissatisfaction (n) : ____________________________
enrollment (n) : ____________________________
turn down (v) : ____________________________
vie (v) : ____________________________
submit (v) : ____________________________

C. PRONUNCIATION PRACTICE

Task: Listen and repeat after your teacher.
Listen to your teacher reading these words. Repeat after him/ her.

upset	:	/ʌpˈsɛt/
throng	:	/θrɔŋ/
dissatisfaction	:	/ˌdɪsætɪˈsfækʃən/
disappointment	:	/ˌdɪsəˈpɔɪntmənt/
enrollment	:	/ɛnˈroʊlmənt/
registration	:	/ˌrɛʤɪˈstreɪʃən/
vocational	:	/voʊˈkeɪʃənəl/
turn down	:	/tɜrn daʊn/
reject	:	/ˈriʤɛkt/
vie	:	/vaɪ/
submit	:	/səbˈmɪt/



Source: *freepik.com*

D. READING COMPREHENSION

Task 1: Read the text.
Read the following text taken from a newspaper. Pay attention to the underlined words.

Parents upset, disappointed with online school registration
The Jakarta Post, Jakarta | Headlines | Sat, July 05, 2014, 9:25 AM

Hundreds of parents thronged the Jakarta Education Agency's office in Kuningan, South Jakarta, to report problems with the online school registration system on Friday.

During their visit to the agency's office, the parents expressed their dissatisfaction with the online system, which according to them was disorganized and made it difficult for them to register their children for enrollment in public schools.

Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school.

However, he added, his daughter was also turned down after she registered at a different school because her name was still listed for SMKN 47 Jakarta.

"First, my daughter was rejected because of her height, and now due to technical issues, she can't register at any school. I just want to get her into a good school," he said, adding that he hoped the agency could solve the problems as soon as possible.

Nuraisyah Paransa, another parent, also said that she was unable to register her son at any state-run high school due to similar technical problems.

She said that her son was initially accepted at East Jakarta public school through public admission phase. However, he did not re-register with that school as he wanted to shoot for a better state-run school through the local admission phase.

"But the second school rejected him because he had been accepted through the public admission phase. Since my son did not re-register at the first school, now he isn't registered anywhere," she said.

The online registration system has been applied in the capital since 2004. No such problems occurred with the previous registration system.

This year's student admission system has three phases: public admission, where students vie for seats with other students throughout the country; local admission, where students compete with others in the same province; and third admission, where students who did not get accepted during first and second admission resubmit their applications.

Lasro Marbun, head of the Jakarta Education Agency, said that anyone who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their children at private schools.

"They can then transfer them to a public school in the second semester," he said on Thursday as quoted by kompas.com.

However, Rida Afrida, who wanted to register her son at state junior high school SMP 194, did not agree with that idea. According to her, a lot of people have chosen public schools over private schools for financial reasons.

"I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools," she said.

Meanwhile, acting Jakarta governor Basuki Tjahaja Purnama said that the parents should be patient and not panic.

"We had no problems last year. The process might be a little complicated, but there's no reason to panic," the acting governor told reporters at City Hall. *(idb/dwa)*

Task 2: Write and ask questions about the news.
When reading the text, what questions come up in your mind? If you don't have any, then try to ask questions that the answers of which are the ones underlined in the text. Write the questions in the space below. Then, work in pairs and ask your friends the questions you have written.

Task 3: Do the comprehension questions.
Answer the following questions by referring to the text from the newspaper above. Compare your answer with your friends'.

1. What is the main problem faced by the parents?
2. Why did the parents feel disappointed with the online system?
3. Who was rejected from school due to his/her height?
4. What happened to Nuraisyah Paransa's son?
5. Mention some technical problems in the registration using the online system.
6. What makes the online system problematic this year?
7. Why do people prefer public schools to private schools?
8. If you were one of the parents, what would you do to deal with the problems in the online system?
9. What do you think about the acting governor's response to the parents' protests?
10. If you were the acting governor, how would you respond to the parents' concerns?

E. TEXT STRUCTURE

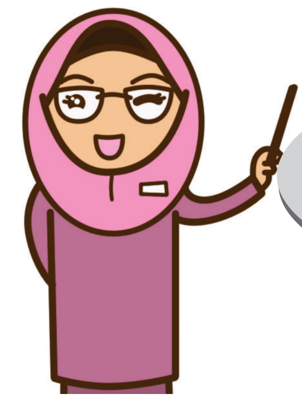
Task: Complete the table
Now, let's understand the text structure. Fill in the blanks by referring to the text.

Main event	
Who was involved?	
When did it happen?	

Source of news	
Statement from the head of the Jakarta Education Agency	
Statement of one of the parents	
Statement from the governor	

F. GRAMMAR REVIEW

Task 1: What's the grammar?
Now, let’s focus on grammar. Pay attention to the news headline. What can you learn from that?



Source: *freepik.com*

Share your opinions about the headline "Parents upset, disappointed with online school registration".

Task 2: Is it Direct or Indirect?
Direct and indirect sentences appear in the text above. Complete the blank spaces in the following column with direct and indirect sentences.

Direct sentence	Indirect sentence
____________________ ____________________ ____________________ ____________________ ____________________ ____________________	Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school.
"First my daughter was rejected because of her height, and now due to technical issues, she can't register at any school. I just want to get her into a good school," he said.	____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________
____________________ ____________________ ____________________ ____________________ ____________________ ____________________	Nuraisyah Paransa, another parent, also said that she was unable to register her son at any state-run high school due to similar technical problems.
"But the second school rejected him because it said that he had been accepted through the public admission phase. Since my son did not re-register at the first school, now he isn't registered anywhere," Aisyah said.	____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________

Lasro Marbun, head of the Jakarta Education Agency, said that anyone who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their children at private schools.

"They can then transfer them to a public school in the second semester," Lasro Marbun said on Thursday as quoted by kompas.com.

"I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools," Rida said.

"We had no problems last year. The process might be a little complicated, but there's no reason to panic," the governor told reporters at City Hall.

G. WRITING

Task: Summarize the news.
Cut any news from any newspaper and bring it to the class.

Your teacher has asked you to cut news from a newspaper. Read the news that you bring to class. Write down important things from the news.



Source: *freepik.com*

H. SPEAKING

Task 1: Ask and answer with your friends.
Sit in groups of three and tell your friends about the news that you have summarized in the previous writing activity.



Source: Kemendikbud

Task 2: Exchange your re-group news.
Students sit in another group and tell one of her/his friend's news to the new groups.

I.REFLECTION



At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you know the purpose of a news item?
2. Do you know how information in a news item is structured?
3. Do you know how to tell news to your friend?
4. Do you know how to use direct and indirect speech?

If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

Chapter 7

It's Garbage In, Art Works Out




Source: static.boredpanda.com/

Tujuan Pembelajaran:

Setelah mempelajari Bab 7, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

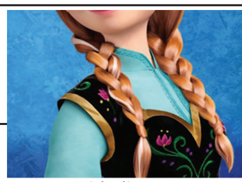
A. WARMER: PAIRWORK

Rearrange the following letters into meaningful words.

elcycer : ____________________
coeinrnta : ________________
inrinpatgcoor : _____________
unganerliv : ________________
rezogniec : _________________
seurec : ___________________
birda : _____________________
sctlpreuu : __________________
sthar : _______________________
yitn : _________________________
iheibxt : _____________________
retaicple : ___________________
tertuex : _____________________

B. VOCABULARY BUILDER

Task 1: Tick the correct ones.
Put a tick (✓) when the words and their meanings match. There are two words which meanings do not match. See the example.

1. sculpture (noun): an object made out of stone, wood, clay, etc.	✓
2. container (noun): something such as a box or a bowl used to keep something in	
3. tiny (adjective): extremely small	
4. to braid: to form (something, such as hair) into a braid. 	
5. braid: an arrangement of hair made by weaving three section together id.aliexpress.com	
6. to unravel: to fasten or tie something firmly	

7. to incorporate: to include something as part of a group system, etc.	
8. to replicate: doing something again and gain to get the same result	
9. to loop: to move in a circular direction that shapes the form of a loop	
10. to secure : to undo twisted, knitted, or woven threads (*mengurai*)	
11. masterpiece: the best work of art	
12. treasure: a very important and valuable object	

C. PRONUNCIATION PRACTICE

Task 1: Listen and repeat after your teacher.

Listen to your teachers pronouncing the following words carefully. Repeat after her/him.

sculpture : / ˈskʌlptʃər /
container : / kənˈ teɪnər /
break down : / ˈbreɪkdaʊn /
tiny : / ˈtaɪni /
braid : / breɪd /
unravel : / ʌnˈrævə l /
incorporate : / ɪnˈkɔːpəreɪt /
replicate : / ˈreplɪkeɪt /
loop : / luːp /
secure : / sɪˈ kjʊr /
trash : / træʃ /
masterpiece : / ˈmæstərpiːs /
treasure : / ˈtreʒər /

D. LISTENING COMPREHENSION

Task 1: Let's do the exercise.
Here are some preliminary exercises before you do the listening task. Do each instruction below.

1. Spend a minute or two writing down waste that you produce from your daily activities.

- plastic bottles
- ....
- ....
- ....
- ....
- ....

2. Compare the list to your classmates'. What is the common waste that you produce?

food leftovers?
paper?
vegetable?
fruit skin?
cardboard?
woodened stuff?
Plastic bottles, bags, glasses?

3. Make questions based on the data above. (Your questions can be related to how to live a more efficient life with less waste, how environmentally dangerous your waste to the environment, or how to recycle the waste, etc.).

Task 2: Listen the news and ask questions.
If you listen to a news report about **an artist that turns plastic bags into art,** what **question** can you ask? Discuss it with your partner.

The question(s) is/are:

____

____

Some possible answers:

____

____

Task 3: Now listen to the radio news.
Your teacher will play the recording or read aloud a script of a news report. Close your book. While listening, check if the answers to your questions are right.

Artist Turns Plastic Bags into Art



Source: learningenglish.voanews.com

Task 4: Answer the questions.

Listen to the news again. Your teacher will play the recording or read aloud the script of the news report again. Read the following questions and answer them briefly. Do it individually first, then check your work by comparing your answers to one of your classmates'.

1. What is the news discussing about?
2. When and where did the event told by the reporter take place? Who were involved?
3. What did Irby do with her newspaper plastic bag?
4. How did she come out with the idea of turning the plastic bags into artwork?
5. Who are Caty Weaver, June Simms, Allita Irby, Charlotte Hogan, Alita Meyer, and Shirley Watts?
6. Is the news important? Why do you think so?
7. Is it very common to change plastic waste into valuable things? Why do you think so?
8. Do you think that Irby's work is significant? Share your opinion.
9. How can Irby's idea and works contribute to the betterment of their environment?
10. If your environment around you is ideal, how do you express your gratefulness?

Task 5: Identify the text structure.

Listen to the news again. The following boxes are parts of the news script. Read them carefully and then number the boxes to show which part comes first and which part comes later.

The field reporter mentions her name to end the report. ☐

The broadcaster in the studio welcomes listeners to the program and introduces her name. ☐

The field reporter introduces her name and reports the event with more detailed information by interviewing some actors and witnesses of the event. ☐

The broadcaster in the studio tells the newsworthy event in the form of a summary. ☐

The broadcaster in the studio ends the program by mentioning her name and inviting listeners to join the program again next time. ☐

E. READING COMPREHENSION

Task 1: Read another news.

Read the following news item of similar topic taken from a newspaper. What do you learn from the text?

Indonesia Opens Regional Recycling Conference

Petrus Riski

February 25, 2014 1:44 PM

SURABAYA, INDONESIA—Indonesia has opened a regional recycling conference aimed at increasing **awareness** of waste management for economic and environmental benefits.

The Fifth Regional 3R Forum in Asia and the Pacific, which opened in Surabaya Tuesday, is being attended by 300 participants from nearly 40 Asia and Pacific countries.

The city was chosen to host the event because of its success in managing **municipal** waste through the 3Rs, Reduce, Reuse, and Recycle.

Mayor Tri Rismaharini said waste transportation is expensive and that the best way to address the problem is at its sources, with every **household** involved in recycling activities. "We can see that every year there is a **reduction** in the volume of **trash** that ends up in the **landfills**. When I was the head of Sanitation and Parks, it was 2,300 cubic meters per day. Currently it's 1,200 cubic meters," she explained. "So you can see the **reduction**, which goes to **composting center**, also in the community, and waste management centers."

The mayor said the city also runs a program for children called eco school.

"The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws," added Tri Rismaharini.



Source: m.voanews.com

Attendees at the 3R Forum look at toy motorcycles made from recycled parts, Surabaya, Indonesia. (Petrus Riski/VOA)

The conference will continue until Thursday.

(Sources: *www.voanews.com*)

Task 2: Enhance your vocabulary.

Find the boldtyped words in the text, then match them with the correct meanings below. Use the context of the sentences in the text to decide which word matches which meaning.

1. A decrease in the size, price, or amount of something or the act of decreasing something
2. Related to or belonging to the government of a town or city
3. All the people who live in one house
4. Places to make plants, leaves etc. into compost
5. The knowledge or understanding of a particular subject or situation
6. A place where waste is buried under the ground
7. Things that you throw away, such as empty bottles, used papers, food that has gone bad

Task 3: Let's answer the questions.

Answer the following questions briefly based on the news item in Task 1.

1. What was the main agenda of the conference?
2. What was probably the main reason for holding the conference?
3. Why was Surabaya selected to be the conference venue?
4. How important was the conference for Indonesia?
5. Has Indonesia implemented the three Rs so far?
6. What did Rismaharini believe to be the best municipal waste management?
7. What made the mayor very convinced about her waste management?
8. How did the mayor educate students to live a zero waste life style?
9. What do you think about the mayor’s concept on municipal waste management?

Task 4: Make a script for a news broadcast.

After you get inputs from your teacher about the structure of a radio news report, use the information to modify the reading text above into a script for a news broadcast. Do it in pairs. Then, compare your work with your classmates' works.

F. TEXT STRUCTURE

Task: Identify the text structure.

Your teacher will read again the radio news. The following table shows how the ideas in a news item are arranged. Fill in the following table with the information from the previous news item.

Opening	
Main event/ newsworthy event	
Elaboration	
Closing	

G. VOCABULARY EXERCISE

Task: Let's learn new vocabularies.

Fill in the blanks with the right words from the following list. Some words can be used more than once.

braids	unravel	loop	replicate	secure
containers	treasure	masterpiece	tiny	landfill
sculptures	awareness	break down		municipal
incorporate	compost	reduce	braid	trash

1. In the art class, the art teacher told us to make ___________ of animals or tress from clay that later can be donated to a kindergarten next to our school.
2. Every household in our city should think of how to _______ the amount of _________ taken to the _________. The three Rs should be in the mind of all people.
3. My mother told me that in the old time it was difficult to buy soupy kinds of food. We had to bring our own _____________ from home because plastic ___________ were not as popular as they are now.
4. It takes years for plastic waste to ________. Therefore, live a zero waste life style by bringing your own (plastic) bags or containers wherever you go.
5. This box is full of ___________ little seeds that can turn into organic green leafy vegetables that have significantly large contribution to your health. Let's grow our own vegetables.
6. As a little girl, I enjoyed wearing my hair in ____________; and now I enjoy weaving and twisting to ________ my friend's long hair.
7. Could you help me ____________ this rope over these sacks? We need three strings more to _______ the knots of these three sacks of rice.
8. What is this nation's most precious _________ that can guarantee this country's welfare? It is the high-spirited and environmentally concerned young generation like you.
9. Environmentally concerned city architects will

__________ environment-friendly features in their design of the city planning.

10. Do you agree if I say that Andrea Hirata's "Laskar Pelangi" is a ____________? It has been translated into many languages and we should be proud of that.
11. As the last assignment, you need to do a research project. If you want to _________ your senior's research you need to explain why it is important to do that again and in what way your own research will be different from your senior's.
12. The hair stylist ______ the ribbon over the braids then tightened them so that braids will not _________.
13. The ________ government provides free ________ as free fertilizers for our plants.
14. Schools should have eco programs that aim at developing students' _________ about their environment.

H. GRAMMAR REVIEW

Task 1: Add the suffix.
To form a noun we can add suffix *–ion* to verbs. Study the examples in the first few numbers and then complete the rest. You can make the list longer. Work in pairs.

Verb	Noun
1. incorporate	*incorporation*
2. pollute	*pollution*
3. exhibit	*exhibition*
4. represent	____________
5. replicate	____________
6. create	____________
7. promote	____________

8.	donate	______________
9.	contribute	______________
10.	produce	______________

Task 2: Is it a verb or a noun?
Complete the following sentences with the correct verbs or nouns. See the example.

1. Think of what you can **contribute** to make your school atmosphere and environment better. Your meaningful **contribution** will make you feel better about yourself.
2. The artist _______ (replicate) the hairstyle of an Indian ethnic group in America, the Navajo. The _______ (replicate) looks beautiful.
3. I _______ (promote) Sita and Budi to be the representatives of our class in the student organization. I will use poster for the _______ (promote).
4. The architect _______ (incorporate) environmentally friendly materials in the design of the public library. The _____(incorporate) will make the new building harmonious with the surrounding.
5. The painting _______ (exhibit) will take place in the main hall of the library. Not only national artists but also some high school students will _______ (exhibit) their works there.
6. Do not _______ (pollute) this lake. If you do, the (pollute) will finally harm our health.
7. Be proud of being able to _______ (create) this pop-up book yourself. Though it is not the best, you should appreciate the originality of your _______ (create). This is really much better than copying other people's work.

8. Children in the landslide area need our _______ (donate) for buying books and other learning materials. I suggest that everyone in this class _______ some of their pocket money.

Task 3: Do the exercise.
Try to write sentences that use the noun and verb forms of the following words.

1. donate – donation
2. contribute – contribution
3. promote – promotion
4. create – creation
5. exhibit – exhibition

Task 4: Listen and transcribe a news item.
Listen to the recording of a news item that your teacher is playing carefully. Try to transcribe the news item that you hear. After that, compare your work with your classmate's sitting next to you.

I. WRITING/SPEAKING

Role Play one – news broadcast

1. First, make groups of four to five students.
2. Find some information about plastic recycling. You can find it in the Internet, newspapers or magazines.
3. Read again the script of news report in section B task 5 and section C task 10.

4. Find the differences between the format of the news items for newspapers and radios.
5. After you find them, choose the most interesting news from a newspaper and rewrite it into a news script for a radio broadcast.
6. Make a preparation for a radio broadcast.
7. Decide who will be the broadcaster in the studio, on site reporter, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Enjoy the role-play.

Task : Let's do a role-play.
Follow these steps to make an interesting role-play. Choose one of the role plays provided below.

Role Play two – news writing and broadcast

1. Work in groups of four to five.
2. Look for interesting things in the class and school or around that are worth reporting. Your group may need to interview some people (witnesses) of the thing you want to report. Decide who will interview whom.
3. Work together to write and edit a news report based on the information you have collected. Study again the previous discussion on the grammar, expressions, and organization of ideas of news report.
4. Decide who will be the broadcaster in the studio, reporter(s) in the field, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Try your best and enjoy the role-play.

5. Read again the instructional objectives. Is there any objective that you have not been able to accomplish? Read the activity which is still difficult. Don't hesitate to ask for help from your teacher.

J.REFLECTION



At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you know the purpose of a news item?
2. Do you know how information in a news items in structure?
3. Do you know how to tell news to your friend?
4. Do you know how to use direct and indirect speech?

If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

Chapter 8

How to Make



Source: *http://static.boredpanda.com/*

Tujuan Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips).

4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks.

A. WARMER: BOARD RACE

Your teacher will divide the students into four groups. Every student in each group will race to the board and write a noun or a verb related to cooking in turns. The group that writes most nouns/verbs is the winner.
See the example.

Group 1	Group 2	Group 3	Group 4
bake	banana	sugar	mix

B. LISTENING

Task: Now, close your textbook and listen to your teacher reading a recipe to make 'Chocolate Dipped Strawberries.' While listening, make a note on the keywords.

How to Make Chocolate Dipped Strawberries



Source: daylightfoods.com

To make chocolate dipped strawberries, ***first***, prepare all the following ingredients:

- 2 chopped squares semisweet or bittersweet chocolate
- ½ tablespoon whipping cream
- Dash almond extract
- 8 strawberries

Second, combine the chocolate and the whipping cream in a glass measuring cup or bowl. Microwave at medium power for 1 minute until the chocolate melts, stirring after 30 seconds. Stir in the almond extract and cool slightly.

Finally, dip each strawberry into the melted chocolate, allowing the excess to drip off. Place on a waxed paper—lined baking sheet. Refrigerate or freeze for approximately 15 minutes until the chocolate is set.

- Share your note with your friend next to you. Discuss any difficult words that you find.
- Listen again to your teacher reading the recipe and complete your note.

C. VOCABULARY BUILDER

Task: Find the synonyms.
Observe the recipe above, and write down the synonyms of the following words.

1. dip : ____________
2. ingredient : ____________
3. chop : ____________
4. dash : ____________
5. combine : ____________
6. melt : ____________
7. stir : ____________
8. cool : ____________
9. excess : ____________
10. drip off : ____________
11. set : ____________

D. PRONUNCIATION PRACTICE

Task 1: Listen and repeat after your teacher.
Listen to your teacher reading these words. Repeat after him/her.

dip(v) : / dɪp /
ingredient (n) : / ɪnˈ gridiənt /
chop (v) : / ʧɑp /
dash (n) : / dæʃ /
combine (v) : /ˈkɑmbaɪn /
melt (v) : / mɛlt /

stir (v) : / stɜr /
cool (v) : / kul /
excess (n) : / ˈɛkˌsɛs /
drip off (v) : / drɪp ɔf /
set (adj) : / sɛt /

Task 2: Follow the instructions.

Again, listen to your teachers' instructions to make Chocolate Dipped Strawberries. Follow the instruction by doing some actions as if you really make the Chocolate Dipped Strawberries.

E. TEXT STRUCTURE

Task 1: Observe the text structure.

Read the explanation about procedure text below carefully. Note the parts of its text structure.

The text about chocolate dipped strawberries above is called ***a procedure***. A procedure text aims at describing how something is done or made through ***a sequence*** of actions or steps.

How are procedures written? In the model text, the title shows the ***goal*** that is the ***name*** of the procedure to be carried out (i.e., *how to make chocolate dipped strawberries*). This is followed with ***a list of materials*** that is ***a list of things,*** which are needed in making the chocolate dipped strawberries. The next part refers to ***the procedure*** that is the steps to be followed in making the chocolate dipped strawberries.

A procedure text contains a lot of ***commands*** (imperative sentences) such as *combine, dip,* etc. and ***time sequencers*** such as *first, second,* etc.

Task 2: Complete the dialog.
Still related to the recipe above, play the roles of the speakers in the dialogs. Complete the blanks with suitable expressions.

A: Which one do you like, the semisweet or the bittersweet one?
B: I like the bittersweet one.
A: __________________________ chocolate dipped strawberries?
B: Sure, first prepare the ingredients.
A: ___________________________?
B: 2 squares semisweet or bittersweet chocolate, ½ tablespoon whipping cream, dash almond extract and 8 strawberries.
A: What's the next step?
B: Mix chocolate ______________________________
Then, _____________________________________
A: Why should it be cooled slightly?
B: ____
A: ____?
B: Dip each strawberry into the melted chocolate.
A: ____?
B: About 15 minutes.

A: Do you know what text structure is used in the text about how to make chocolate dipped strawberries above?
B: It's a sequential text structure.
A: ____?
B: The author puts steps in making the chocolate dipped strawberries.
A: What's ___________________________________?
B: The author would like to inform the readers about the way to make chocolate dipped strawberries.

Task 3: Identify the text structure.
Now, bring a recipe from home. Read the recipe that you have brought from home, and fill in the blanks below.

TITLE:	
Ingredients:	
The 1st step:	
The 2nd step:	
The 3rd step:	
The 4th step:	
The 5th step:	
The last step:	

F. SPEAKING

Task 1: What steps to take?

Listen to your teacher reading these words. Repeat after him/her.

- Give your recipe to your friend.
- By referring to the note that you have just made, tell your friend about the steps he/she needs to do to make the food mentioned in your recipe.
- Ask your friend to check whether the steps you mentioned are the same with those in the recipe.
- Ask your friend to give you feedback.
- Exchange roles: your friend will tell you his/her recipe and you will listen to him/her and do the above steps.

Task 2: Have a discussion.

Discuss with your friend about the similarities and differences between your recipe and his/her recipe.

Task 3: Complete the description.

Fill in the blanks with the appropriate words.

Crab soup might become one of the favorite foods for many families. These are the steps to make crab soup.

1. Place whole tomatoes, water, lima beans, corn, ____________ carrots, chopped onion, Old Bay seasoning, and beef broth, in a 4 quart ___________.

Heat to simmer, cover, and ____________________ for 5 minutes.

2. Bring water to ____________. Add crab claws and boil 6 minutes. Drain ____________ and set aside.
3. Stir crabmeat (and crabs claws, if desired) into tomato and vegetable ____________. Cover and simmer 10-15 minutes longer. ____________ hot.

Task 4: Practice giving instructions.

In groups, practice giving and following instructions. In turns, give instructions to your friends to make food/ cakes in your recipe and ask your friend to do the actions.

Task 5: Let's have a group discussion.

Discuss with your friends in your groups about four difficulties that you have in giving instructions and in following instructions, and how to overcome them.

Complete the following table first before having discussion with your group.



Name	Difficulties in giving instructions	Difficulties in following instructions
You		
Your friend		
Your friend		
Your friend		

G.REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you have the goal to accomplish?
2. Do you have the materials/things/ingredients?
3. Do you know the steps?
4. Do you use commands?
5. Do you use time sequencers?
6. Do you pay attention to spelling, punctuation, capitalization, and formatting?
7. Do you use references?



If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

Chapter 9

Do It Carefully!



Source: http://www.japantoday.com

Tujuan Pembelajaran:

Setelah mempelajari Bab 9, siswa dapat melakukan hal-hal sebagai berikut:

3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips).

4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

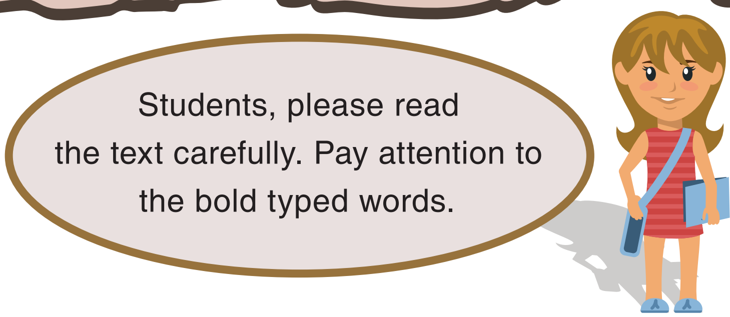
A. WARMER: GROUP DISCUSSION

Work in groups to discuss these questions:

1. Do you have something that is very special to you?
2. What is it?
3. Why is it so special to you?
4. Does the thing need special care?
5. How do you take care of it?

B. READING

Task 1: Observe and compare the text.
Observe these two texts. In groups, compare them using the questions that follow.



TEXT 1

Last Saturday, the 12 grade students went for a trip **to the botanical garden.** Some teachers were also **with us.** We gathered together **in front of the school yard very early in the morning**. It took us **about two hours by bus to get there from our school.**

At the botanical garden, we did several things. First, we bought the entrance ticket. Second, we listened to our teachers' instruction

about group activities. Next, we divided ourselves into groups based on our personal interests. Then, each group followed the assigned teacher. We spent the rest of the day with our groups doing a lot of activities. It was really a fun day for us.

TEXT 2

Head lice can be treated by wet combing. For it to be effective, wet combing needs to be regular and thorough. These are the steps of wet combing. First, wash the hair using ordinary shampoo and apply plenty of conditioner, before using a wide-toothed comb to straighten and untangle the hair. Second, switch to the louse detection comb. Third, draw the comb down to the ends of the hair with every stroke, and check the comb for lice. Next, remove lice by wiping or rinsing the comb. Then, work methodically through the hair, section by section, so that the whole head is combed through. Finally, rinse out conditioner and repeat the combing procedure. Repeat the procedure on days 5, 9, and 13, so that you clear young lice as they hatch, before they have time to reach maturity.

(Adapted from: *www.nhs.uk*)

Questions:

1. Do the texts contain time sequencers (e.g., first, second, next, then, etc.)? What are their functions?
2. Do you think the two texts have the same purpose in society? Why do you think so?

Task 2: Observe the adverbial phrases.
Notice the words printed in bold in Text 1 of Task 1. They are called **adverbials**. In procedural texts, adverbials are commonly found. Discuss with your teacher what adverbials are. Then, identify the adverbials in Text 2.

Examples of Adverbials:

Last Saturday
with us
the school yard
very early in the morning
from our school
to the botanical garden
in front of
about two hours
by bus

Task 3: Think about it.
Before you read the following text about how to breed leopard geckos, talk about these things in small groups.



1. Have you ever seen leopard geckos or their pictures?
2. Have you ever read anything about leopard geckos?
3. What information about leopard geckos did you get from reading?

Task 4: Read and skim the text.
Read and skim each paragraph in the reading text about how to breed leopard geckos below. Then, answer the following questions.

How to Breed Leopard Geckos

Leopard geckos could be easy to breed for some, but difficult for others. In this article, you will see the simplest way to breed leopard geckos.

Things you'll need:

1. Cage for Geckos (20 gallon for two, 10 gallon more for each additional female)
2. Laying box (A plastic container filled with damp moss for the female to lay in.)
3. Incubation Medium (usually Perlite)
4. Lots of crickets dusted with calcium for egg growth
5. Very small crickets for the babies

Steps:

1. Get a male and female leopard gecko.

The males have hemipenal bulges below the vent whereas females do not. Males and females both have a V-shaped row of scales above the vent but only the male's scales here are hollow and produce wax. This wax is for scent marking their territory.

2. Prepare a large cage for the male and female to live in together.

Geckos can be kept together without the need to separate them unless you see major aggression. It is sometimes normal when first introducing a male and female for there to be a little squabbling, but this usually stops within the first week. Breeding should occur within a week.

For a pair you will need at least a 20 gallon long tank. You may also choose to house one male with 4-5 females; add 10 gallons of space for each additional gecko.

If you see major drama/fighting, separate the pair. You'll want to confirm they are not both males. If one male and one female, you can reintroduce them again later.

3. Get the incubator ready for the eggs and provide a lay box.
You can use a plastic sandwich container with a lid for this purpose. Cut an entry hole on one side and fill it with damp moss (This can be used as the moist hide too).

4. Ready the laying box to put in the cage.
Females dig to lay their eggs, so you will provide a place for them to dig. In about 4 to 5 weeks, the female will lay her eggs. Normally, you will see her digging in the laying box and laying the eggs in pairs. It will be easy to tell she has laid the eggs, particularly since she will be much thinner.



Source: www.clipartbest.

5. Place the eggs in the incubation medium.
Remove them from the laying box and be careful not to rotate or jiggle the eggs. After 24 hours of being laid, the embryo inside attaches itself to the side wall of the egg. Rotating or jiggling this egg could cause the embryo to come loose and drown inside, killing it. If you want girls, set the incubation temperature 80 to 85 degrees; if you want males, set the temperature 90 to 95 degrees, and if you want a mix, set the temperature in the middle!

6. Observe the developing embryos.
After a few weeks you will be able to "candle" the eggs using a small flashlight. You don't have to touch the eggs, just take them into a dark room and shine the light as close to the shell as you can. You should see pink inside with red blood vessels. The further along the eggs are, the more you will also see the baby inside as a dark mass. After around 60 days, give or take depending on the incubation temperature, the eggs should hatch.

7. Have tiny crickets readily available.
Babies will start eating insects within a day or two of being hatched.

(Adapted from: *m.wikihow.com*)

Task 5: Do the comprehension questions.
Answer the questions briefly based on the text above.

1. What is the text talking about?
2. What is the purpose of the text?
3. What parts does the text have?
4. How many materials are needed to make?
5. How many steps are there?
6. What are they?
7. Do you think the steps have to be put in order? Why do you think so?
8. What should we do if we want to have male or female leopard geckos?

Task 6: Read the text carefully.
Here is another example of procedure text. Read it carefully and then answer the following questions.

If you watch people bathing dogs in movies and TV shows, most of the time it seems like a joyous, fun-filled time for all involved. Unfortunately, bathing your dog in real life isn't always such a positive experience.

Dogs do not mind being dirty and stinky — in fact, they like it quite a bit — and many are not afraid to put up a fight if they think that

it will help them get out of bath time. And while watching a favorite actor run after a dog covered in soap suds may seem hilarious, it's a lot less fun when you have to do it — or your dog is wrestling and clawing to get as far away as possible from you.

Here are our tips for how to wash a dog that will make it a much more friendly experience for both you and your pup.

Power of positive association

The first thing you want to do, as is true with almost anything new you introduce to your dog, is to tie the bath to something positive. In other words, offer treats, toys, and affection to get your dog to come to the bath, and every time they behave in a way that is helpful during bath time.

Start by getting them used to hopping into an empty tub and just spending time there while you give them treats or toys, and work your way up to adding warm (not hot) water.

Do not be afraid to repeat actions until they truly seem to get it. For example, if you have a dog bathtub or a specific area where you bathe your dog, get them to come to you there and offer a treat every time they obey until they come even without a treat.

Protect the ears

You want to be very careful not to get water into your dog's ears during the bath. Not only is it uncomfortable for them, it's something that can actually cause health problems.

If your dog will let you do it, stuff cotton balls into his ears; if not, simply do your best to avoid spraying water into them.

Start young

If you have a puppy, start bathing her as soon as possible. She'll be less opposed to the experience when she's younger because she won't have any negative associations toward it. By getting her used to it early on, you will encounter less trouble later.

Use the right shampoo

One way to make a bath even more unpleasant for your dog is to pick a shampoo that causes them to scratch or dries their skin out. Ideally you want a mild soap that cleans and removes unwanted odors without stripping away important oils. What is the best way to ensure you are getting the right shampoo for your dog? Talk to your vet.

Work from the neck down

You not only want to keep your dog's ears safe, but also her eyes and mouth. How do you do this? By washing from the neck down. You can accomplish this by using a bucket or cup to wet your dog or using a sprayer. You can even find sprayers specifically designed for bathing a dog. So what do you do to wash your pup's face? Use a damp washcloth.

Dry right

Many people swear by dog blow dryers, but the noise and feel is definitely something that you have to get him used to. Be careful to avoid burning his skin.

The other way to go is to simply towel her off. If you are going to do this, use one of the more absorbent dog towels that can be found at most pet stores. And, of course, be prepared for the inevitable "shake" as your dog dries herself off.

By making pleasant associations with bath time and remaining calm and assertive while you are washing your dog, you can make it another opportunity for bonding and to share affection. Just be patient.

Adapted from: *www.cesarsway.com*

Questions:

1. What is the text discussing about?
2. What is the purpose of the text?
3. How many parts does the text have?
4. How many steps are there? What are they?
5. Do you think the steps have to be put in order? Why do you think so?

C. VOCABULARY BUILDER

Task: Find the meaning of words.
After reading the text about how to breed leopard geckos, individually guess the meaning of each word below. Then, check them with your friends. When necessary, consult your dictionary. After that, practice pronouncing the words.

D. PRONUNCIATION PRACTICE

Task: Listen and repeat after your teacher.
Listen to your teacher pronounce these words and repeat after him/her.

breed : /briːd/
leopard geckos : /ˈlepərd ˈgekoʊ/
cage : /keɪdʒ/
seperate : /ˈsep ə rɪt/
aggression : /əˈgreʃ ə n/

lid : /lɪd/
lay : /leɪ/
temperature : /ˈtemprətʃər/
hatch : /hætʃ/

E. GRAMMAR REVIEW

Task 1: Observe the commands (imperatives) and the adverbials.
The texts of "how to breed leopard geckos" and "how to bathe the dogs" contain a lot of commands (imperative sentences) and adverbial phrases. Circle all the commands in those texts and underline the adverbial phrases.

Task 2: Do the exercise individually.
Use the appropriate verbs indicating *commands (imperative sentences)* to fill in the blanks. When you finish, read all the items again and *circle the adverbials* you can identify.

1. _____________ the floor please. It looks so dirty because of the muddy spots.

2. _____________ the scissors; they are on my desk. We need to cut the paper into smaller pieces.

3. All the dishes seem to be ready to serve for dinner except the crackers. _____________ them with the olive oil.
4. _____________ the hot water into the cup. _____________ some sugar and then ____________ it.

5. _____________ the lamb for tomorrow barbeque.

6. You do not have to see the teacher for submitting this assignment. Just _____________ your work in her mailbox.

7. ____________ dressed soon. We are running out of time for the party.

8. ____________ your dirty clothes today, please; otherwise, you do not have anything to wear tomorrow.

9. ____________ the onion to be fried and then put into the vegetable soup.

10. ______________ a bath now if you do not want to be in a long queue.

F. TEXT STRUCTURE

Task 1: Observe the text structure.
The text about leopard geckos above is called *a procedure.* A procedure text aims at describing how something is done or made through a sequence of actions or steps.

Do you still remember how procedures are written? In the model text, the title shows the **goal,** that is, the **name** of the procedure to be carried out *(How to breed leopard geckos)*. This is then followed with a list of materials, that is, **a list of things** which are needed in breeding leopard geckos. The next part refers to **the procedure**, that is **the steps** to be followed in breeding leopard geckos.

A procedure text contains a lot of **commands** (imperative sentences) such as *Get, Prepare,* etc. and **time sequencers** such as *first, second, etc.*

Task 2: Complete the table.
Read the model text again, and then write in the table below the appropriate parts of the procedure text.

Parts of the Text	Difficulties
Goal	How to breed leopard geckos

Materials	Things you need :
Steps	Steps 1:
	Steps 2:
	Steps 3:
	Steps 4:
	Steps 5:
	Steps 6:
	Steps 7:

G. SPEAKING

Task: Present in front of the class.
Please read again the information you have written down in the table above. By referring to the information, prepare some notes for your oral presentation. Take turns presenting the information you have in front of the class.

H. WRITING

Task 1: Find a procedure text.
In groups, find a procedure text about how to make something or how to do something. You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. What is the goal?
2. What are the materials/things/ingredients needed?
3. What are the steps to take?

Present your text neatly and attractively so that the other groups want to read it. Take turn sharing the information you have with the class.

Task 2: Find the commands.
Look through your text. Write down the commands (imperative sentences). Share what your group has with the class.

Task 3: Find the time sequencers.
Look through your text. Write down the time sequencers. Share what your group has with the class.

Task 4: Find the adverbials.
Look through your text again. Write down the adverbials. Share what your group has with the class.

Task 5: Create your own text.
Now, write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search in the Internet to find help. Use these points when writing the text.

1. What is the goal?
2. What are the materials/things/ingredients needed?
3. What are the steps to do?

Please write and present your text neatly and attractively.

Task 6: Work in pairs to edit the text.
Exchange your writings with other pairs. Check your friends' writings. Pay attention to these points when reading it.

1. The text structure: goal, materials, and steps
2. The use of commands (imperative sentences)
3. The use of time sequencers
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting
8. References

Task 7: Rearrange the sentences.
Rearrange the following sentences to form a good paragraph.

1. Consult your pharmacist for the right over-the-counter lotion or spray.
2. Remember that medicated treatments should only be used if a living (moving) head louse is found.
3. Using medicated lotion or spray is an alternative method of treating head lice.
4. Follow instructions that come with the medicated lotion or spray when applying it.
5. However, no medicated treatment is 100% effective.
6. Depending on the product you are using, the length of time it will need to be left on the head may vary, from 10 minutes to 8 hours.

I. VOCABULARY EXERCISE

Task: Fill in the blanks.
Use the appropriate words in the box below to complete the sentences.

breed	cage	seperate	aggression
lid	lay	temperature	hatch

1. Dina has bought a more unique ____________ for the newly-hatched birds.
2. Throughout the experiment, the students have to ensure that the ____________ is relatively the same from time to time.
3. The family intend to ____________ a new species of leopard geckos.
4. The neighbors finally decided to ____________ their areas by using fences.
5. Salamanders are oviparous and ____________ large eggs in clumps in water.
6. It seems to take about twenty days for this egg to ____________.
7. On the ____________ of the plastic container is a wooden sculpture of an animal.
8. The animals have to be separated because the male one shows much ____________.

J. REFLECTION

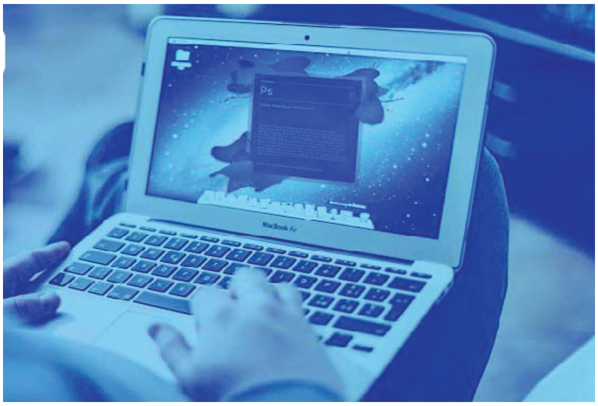
At the end of this chapter, ask yourself the following questions to know your learning progress.



1. Do you have the goal to accomplish?
2. Do you have the materials/ things/ingredients?
3. Do you know the steps?
4. Do you use commands?
5. Do you use time sequencers?
6. Do you pay attention to spelling, punctuation, capitalization, and formatting?
7. Do you use references?

Chapter 10

How to Use Photoshop?



Source: *udemy-images.udemy.com*

Tujuan Pembelajaran:

Setelah mempelajari Bab 10, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

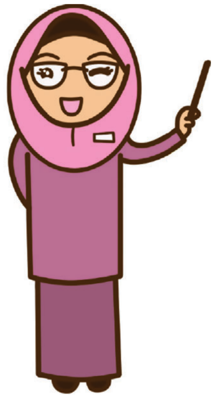
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips).

4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. WARMER: WALL RACE

Your teacher will divide the students into four groups. Before you start your wall race, your teacher will give you time to discuss in pairs about Photoshop for 7 minutes. After that, every student in each group will in turns race to the wall where the teacher has attached a piece of paper and write a noun or a verb related to photo editing. The group that writes most nouns/verbs is the winner.



Group 1	Group 2	Group 3	Group 4
crop	enlarge	blur	photo

B. VOCABULARY BUILDER

Task: Enhance your vocabulary.
Write down the synonyms of the following words. You may consult your dictionary

graphics
edit
daunting
image
alter
isolate
spot

enhance excellent
crop
fraction of the time
the ins
clarity
opacity
saturation
accurate

C. PRONUNCIATION PRACTICE

Task 1: Listen and repeat after your teacher.
Listen to your teacher pronouncing these words. Repeat after him/her.



daunting	:	/'dôn(t)iNG,'dän(t)iNG/
enhance	:	/in'hans,en'hans/
isolate	:	/īsəl̩āt/
clarity	:	/'klærətɪ/
image	:	/'ɪmɪdʒ/
clone	:	/kləʊn/
cluttered	:	/'klʌtəd/
crop	:	/'krɒp/
opacity	:	/əʊṗæsɪti/
saturation	:	/ṣæʧəṙeɪʃən/
patchy	:	/ṗæʧi/
blurred	:	/blɜd/



source: shutterstock.com

Task 2: Match the pictures.
You will see three groups of things: pictures, names and descriptions of Photoshop Tools. Match them.

Names

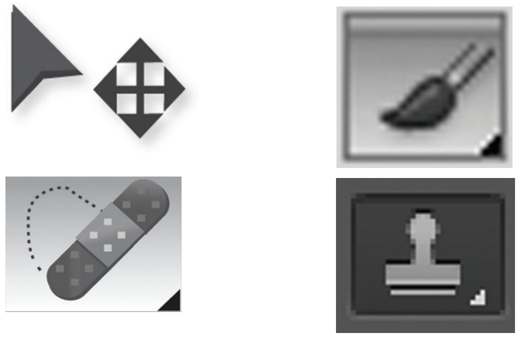
The Brush Tool

The Clone Tool

Spot Brush

Selection Tools

Pictures



Descriptions

1 These tools are ones of the most basic functions of Photoshop. They let you directly focus on one area of an image, in any shape that you wish. You can outline an area and then apply different effects to that particular area. Say you have a portrait of a person standing with a house or sky in the background. You can outline objects in rectangular areas, elliptical areas and other ways.

2 This tool lets you select and alter the colors and opacity of different layers. This comes in handy when you have photos with foreground and backgrounds of different color saturation. If you saturate the full image, the foreground may come out oversaturated or vice-versa, so you want to isolate one or the other. You can use this tool over the areas that you'd like to remove in order to bring out the colors of the image to those areas alone.

3 This is a great tool for covering out spots from your photograph. This includes such things as skin blemishes or other small spots around the photograph that you'd rather not include. This tool works great for areas where you can blur the same tone and color onto the spot you'd like to remove (like skin or sky).

4 This tool is used to "duplicate" an area of the image. Imagine you have a photo of a view from a window and one area of the window's edge is cluttered or blurred. You can use this tool to select an area that is crisp and uncluttered, replicate it and layer it over the original area in order to repair it.
(Source: *blog.udemy.com/how-to-use-photoshop/*)

D. LISTENING

Task: Listen to your teacher carefully.
Now, close your book and listen to your teacher reading a text about some tools in Photoshop.
While listening to your teacher, make a note on the keywords.

- Share your note with your friend next to you
- Discuss any difficult words that you find.
- Listen again to your teacher reading the text and complete your note.



E. READING COMPREHENSION

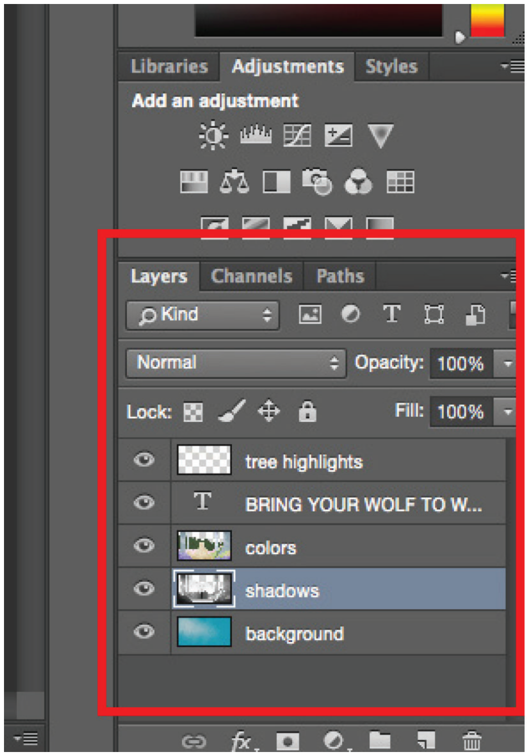
Task: Read the text carefully.
Read the text about photoshop below. In turns, read it aloud.

How to Operate Photoshop: Tutorial for Beginners

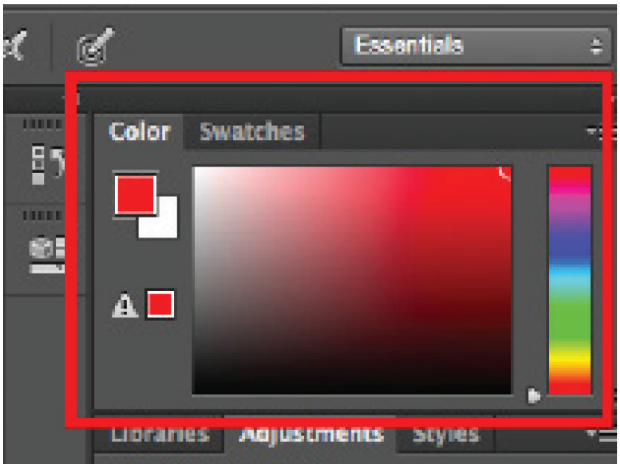
When you open Photoshop for the first time, it's easy to click around in confusion for a minute and then reach for your freelancer's phone number instead. With a little help, you can easily teach yourself how to use it to create beautiful, compelling graphics. All it takes is an introduction to core elements. To get you started, you need to understand how the five most important Photoshop tools work. The five tools are the Layer Tool, the Color

& Swatches Tool, the Custom Fonts and the Text Tool, Custom Brushes & the Brush Tool and the Crop Tool.

First, recognize how a layer tool works. A layer can be used for an image, text, brush strokes, background colors, patterns, and filters. Layers are by far the most important element of Photoshop. Always name your layers. Keeping them organized will help keep you sane, especially if you find yourself working on a project with a large number of layers.



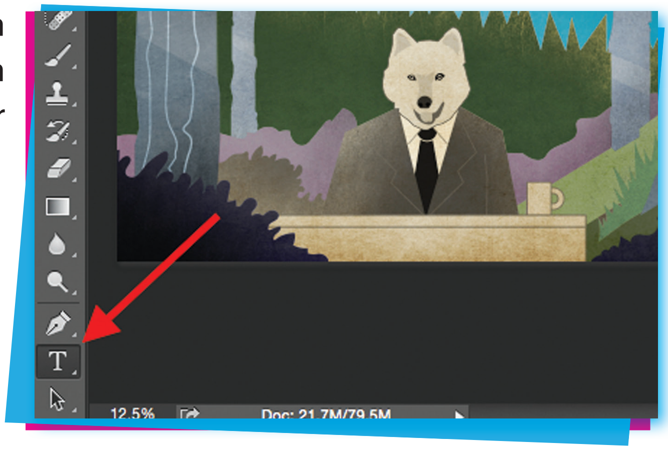
With layers, you can select, add, delete, and duplicate them. You can also



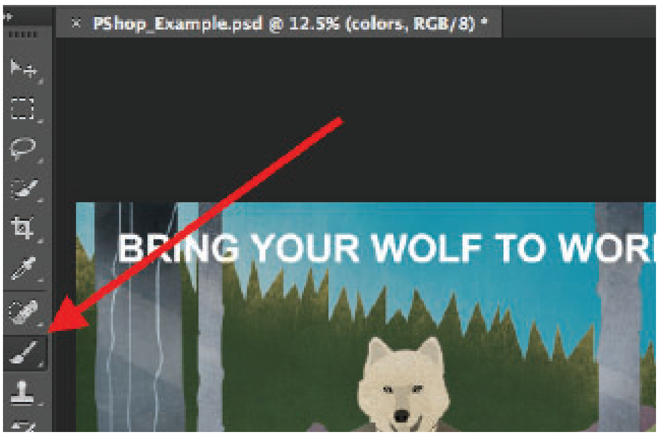
do all sorts of cool things, such as, making animated pictures.

Then, make sure you know how the Color & Swatches Tool operates. The tool lets you use, modify, copy, and save custom colors for your content. It has powerful features that will keep your visual content vibrant and unify your color schemes. To create your own custom color, open the Color Picker by double-clicking on the top box either in the Color module, or in that menu on the left. Then, you'll see a vertical spectrum of

color with a slider on it, which you can adjust to create your own custom color.

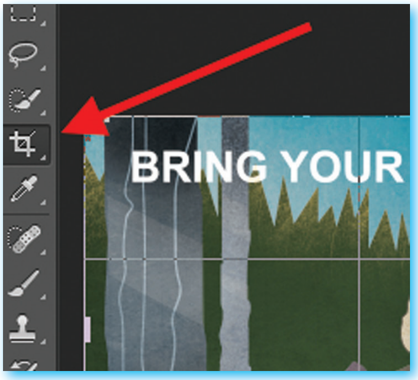


Third, change texts using the Custom Fonts and the Text Tool. The Text tool lets you add custom fonts to your database, and it gives you access to advanced font settings that give your text some serious style. Once you click the Text tool icon, all of the settings and font options will pop up at the top of your screen. These settings let you change the font, font size, and spacing between characters, height, width, color, and style. Be sure to select the layer of your desired text to edit it. To add text to your graphic, click the "T" icon on the left side bar, drag the text box over any particular area you want text to appear, and you're set to go.



Fourth, to achieve a number of different visual effects, change the size, shape, and transparency of your brush strokes using Custom Brushes & the Brush Tool. Once you click the Brush tool icon, all of the settings and brush options will pop up at the top of your screen. These settings let you change the brush size, opacity, flow, and so on. You'll find a variety of pre-installed brush tips, as well as any custom brush tips you install to Photoshop.

The next tool to use in Photoshop is Crop Tool. The Crop tool lets you crop an image. It works like any crop tool you've ever



encountered: simply choose your area and crop it out. To use the Crop tool, select the icon indicated in the screenshot from the side menu bar, and drag the box over the area you would like to crop. To adjust the crop box, simply click and drag the small anchor boxes on the sides and corners of the crop box

(Adapted from: *blog.udemy.com/how-to-use-photoshop/)*

Task 2: Do the comprehension questions.
Answer the following questions by referring to the text about photoshop above

1. How many Photoshop tools are introduced in the text above?
2. What is the most important element in Photoshop?
3. Why should you always label your layer?
4. What can you do with layers?
5. How can you customize your own color in the Photoshop?
6. What should you do to add text to your photo?
7. Do you think Custom Brushes & The Brush Tool determine the position of the text?
8. If you want to show only part of your picture, what tool will you use?
9. Do you think the text is originally finished or it is continued other information?
10. What further information do you need so that you can really operate Photoshop?

F. TEXT STRUCTURE

Task: Identify the text structure.
Read the explanation about text structure of procedure text below. Then, identify the structure of the previous text in sub E.

The preceding text about **'How to Operate Photoshop: Tutorial for Beginners'** is called ***a procedure.*** A procedure text aims at describing how something is done or made through a sequence of actions or steps.

How are procedures written? In the model text, the title shows the ***goal*** that is the ***name*** of the procedure to be carried out (i.e., **How to Operate Photoshop: Tutorial for Beginners**). This is then followed with a ***list of materials*** that is a ***list of tools,*** which are needed to operate Photoshop. Each paragraph contains the information of what you should do to use each tool. This part refers to the ***procedure*** that is the steps to be followed in operating the program.

A procedure text contains a lot of ***commands*** (imperative sentences) such as 'open the Color Picker by double-clicking, change texts using ***The Custom Fonts***, click the "T" icon etc. and ***time sequencers*** such as ***first, second***,. etc.



Title	
Goal:	
The first step	
The second step	
The third step	
The fourth step	
The fifth step	
The sequencers step	

G. SPEAKING

Task 1: Read and summarize the text.
Read and find further information about more tips to improve your photo qualities by using Photoshop by opening the following link: blog.udemy.com/how-to-use-photoshop/
After that, summarize the tips that you get from the website.

Name of Tools	Procedures

Task 2: Have conversation in pairs.

Now, work in pairs! By using the table above, tell your friends what you should do to operate each tool. Give the instructions in turns.

Task 3: Present the procedures.

Preparation

Find a text telling about procedures to operate a technological product or tips to use it. Read and make important notes on it. Practice to tell the procedures to your friends.

Communicating the Procedures (Group work)

Bring the real technological product or picture of it. Work in groups of four. Tell your friends in the group about how to operate the technological product or tips to use it.



source: *ak1.ostkcdn.com*



source: *tokosehatcantik.com*



source:*ak1.ostkcdn.com*



source: *www.ratanika.net*



source: *www.rizwanashraf.com*

H. REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you find it difficult to give instructions on how to use technological products?
2. Do you find it difficult to follow instructions on how to use technological products?
3. Write your answer in the following columns!
4. Share your problems with your friends and teacher. Get solutions from them.



Difficulties in giving instructions	Difficulties in following instructions

If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

Chapter 11

Let's Make a Better World for All



Source: *statik.tempo.co*

Tujuan Pembelajaran:

Setelah mempelajari Bab 11, siswa dapat melakukan hal-hal sebagai berikut:

3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK

A. WARMER

Task 1: Work in pairs with your chair-mate. People say that songs create mood. Do you agree with that? Discuss with your chair-mate for 10 minutes about the songs that can influence your mood.

Task 2: Have a brainstorm with your partner. Now, you are going to listen to a song, titled Heal the World. From the title brainstorm any possibility on what the song is about with your partner. The followings are some of the possible themes. Add the list with your own.

love between a man and a woman	solving world problem
epidemic diseases	giving sympathy
environmental problem	humanity disaster
building friendship	helping each other
caring for other people	creating world solidarity
making peace together	....
wars	....
famine	....
hatred	....

B. LISTENING

Task 1: Listen to the song.
Now, let's listen to the song played by the teacher. While listening, do the following activity. Cross the phrases from the list above (task 2) that are relevant with the song.

Task 2: Write some questions that may come across your mind as you are listening to the song. After listening, ask the teacher or your classmates about the questions to get the answer.

Task 3: Fill the song blanks.
The following are some parts of the song lyrics. Listen again to the song carefully and fill in the gapped parts.

HEAL THE WORLD

There's A Place In
Your Heart
And I Know That It Is Love
And This Place Could
Be Much
_______ Than Tomorrow
And If You Really Try
You'll Find There's No Need
To Cry
In This Place You'll Feel

If We Try
We Shall See
In This ______
We Cannot Feel
Fear Or ______
We Stop Existing And
Start Living

Then It Feels That Always
Love's Enough For

There's No Hurt Or
______

There Are Ways
To Get There
If You ____ Enough
For The Living
Make A Little Space
Make A Better Place...

____The World
Make It A Better Place
For You And For Me
And The _____ Human
Race
There Are People Dying
If You Care Enough
For The Living
Make A Better Place
For You And For Me

If You Want To Know
Why
There's A Love That
Cannot Lie
Love Is Strong
It Only Cares For
_____ Giving

Us ________
So Make A Better World
Make A Better World...

Heal The World
Make It A Better Place
For You And For Me
And The ________
Human Race
There Are People Dying
If You Care Enough
For The Living
Make A Better Place
For You And For Me

And The Dream We Were
___________ In
Will Reveal A Joyful Face
And The World We
Once Believed In
Will Shine Again In Grace
Then Why Do We Keep
__________ Life
Wound This Earth
__________ Its Soul
Though It's _________
To See
This World Is Heavenly
Be God's__________

Taken from: *www.azlyric.com*

C. VOCABULARY BUILDER

Task: Match the meaning.

Read the following list of words and their meaning. Check whether the words on the left match their meanings on the right. Identify two words which do not match their meanings. Correct them. Discuss your work with your chair-mate.

1. sorrow	a. polite and pleasant
2. bliss	b. perfect happiness or enjoyment
3. dread	c. to feel worried about something that is going to happen or may happen
4. conceive	d. imagine a particular situation that is going to happen or may happen
5. grace	e. a feeling of great sadness
6. strangle	f. to limit the growth or development of something
7. crucify	g. to kill someone by crucifying them to a cross
8. glow	h. a soft steady light
9. plain	i. very clear and easy to understand
10. entire	j . all of a group, period of time, amount, etc.

D. PRONUNCIATION

Task 1: Listen and repeat.
Listen again to the song, and pay attention to the way the words are pronounced. Then, listen to your teacher reading aloud the following words. Repeat after him/her.

sorrow	:	/ ˈ sɒrəʊ/
bliss	:	/ blɪs /
dread	:	/ d r e d /
be conceived in	:	/ bi: kənˈ si:vd in /
grace	:	/ greɪs /
strangle	:	/ ˈ stræŋgəl /
crucify	:	/ ˈ krusəfaɪ/
glow	:	/ gləʊ /
plain	:	/ pleɪn /
entire	:	/ ɪnˈ taɪə /



Task 2: Let's sing a song
Listen to the song and sing the song. Imitate how the words are pronounced

E. VOCABULARY EXERCISE

Task: Fill in the blanks.
Use the words in the box to complete the sentence. The first letter of the word is given as clue. Some words can be used more than once

entire	bliss	conceive
dread	glow	plain
strangle	sorrows	grow
crucify	grace	

1. Selfishness s________ the growth of friendship among us in this class.

2. We will always remember the joys and s________ that we have shared together during our community service helping the victim of the landslide.

3. My idea of b________ is lying on a reclining seat under a shady tree reading a good book surrounded by children who are reading their own books too.

4. The disaster has left nothing but the clothes that we are wearing. We are d________ our future but optimistic because we will always help each other in difficult time like this.

5. The orange g________ of the sunset at the beach is so mesmerizing that I cannot stop feeling grateful for having this amazingly beautiful country as my homeland.

6. His mother's death was a great s_______ for John. He mourns for days and neglects all his duties.

7. Greed and selfishness may c________ somebody's soul that makes a person unaware of his or her surroundings. A greedy and selfish person will eventually live a lonely life because he or she cares for no one but himself or herself.

8. Let's c________ of a city where most people ride bicycles to their work places and schools. Can our city be possibly like that? What do we need to do first?

9. My friend Lily is more mature than most of us. She always handles herself in g________ by for instance avoiding any unnecessary arguments with us.

10. The days I spent in this school with my teachers and classmates have been the best moments in my e________ life so far.

F. WRITING

Task 1: Rewrite the lyrics.
Refer back to the lyrics in sub B.Use the words in the box to complete the sentence. The first letter of the word is given as clue. Some words can be used more than once.

Example:

There's A Place In
Your Heart
And I Know That It Is Love
And This Place Could
Be Much
_______ Than Tomorrow
And If You Really Try
You'll Find There's No Need
To Cry
In This Place You'll Feel
There's No Hurt Or _______

There is a place in your heart.
And I know that it is love.
And this place could be much
brighter than tomorrow.
And if you really try you'll find
that there is no need to cry.
In this place, you'll feel there
is no hurt or sorrows.

Task 2: Do the comprehension questions.
Read again the lyrics of the song above. Then, answer the following questions. Discuss the answers in groups of twos or three students.

1. What does the title describe? What does the composer compare the world with?
2. How does the composer describe the world that we live in now? Mention some phrases from the lyrics that can support your answer.
3. What dream does the singer have about this world? Quote some phrases from the lyrics.
4. How can the dream be realized? Show the lines that tells so.
5. What is one thing that can solve problems in this world?
6. What do you understand about these lines: "make a little space make a better place …"



G. SPEAKING

Task 1: Work in pairs.
Find another song whose lyrics raise people's awareness of the need to do good things for family, friends, and other people. Prepare to sing or present the song in class and explain what the song is about. Or, if you really like the song in this chapter, you can choose to sing the song with your groups. When you sing, try to act out the message to make your performance captivating.

Task 2: Do the project in groups.
There are problems in this world out there and in our own environment, such as in our neighborhood and schools. Work in groups of three to four students. Identify problems in your surroundings.

1. What questions can you ask? You can ask questions, such as whether your school environment is healthy.
2. Are the rest rooms clean enough?
3. Is your class or school bullying-free?
4. Is it easy to cross the street in front of the school?
5. What about the foods in the school canteen, are they healthy?

Generate more questions, then discuss the most important and feasible question to be discussed further. Perhaps you need to do some investigation to find out if such problem does

exist. Then discuss how to make your schoolmates aware of the problem and propose what students can do to solve the problems.

R E F L E C T I O N



At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Have you achieved all of the learning objectives?
2. Do you know why people create songs?
3. Do you know to get the contextual meaning of a song?
4. Can you learn English from listening to and sing songs?

If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

Glossary

abandon (v)	: to leave a place, thing, or person forever
(be) accustomed to (adj)	: familiar with something
aggression (n)	: spoken or physical behavior which is threatening or involves harm to someone or something
amid (preposition)	: in the middle of or surrounded by
appear (v)	: To become noticeable or to be present
assemble (v)	: to come together in one place or bring parts together in a single group
aviation (n)	: the activity of flying aircraft, or of designing, producing and keeping them in a good condition
bait (n)	: a small amount of food on a hook or in a special device used to attract and catch a fish or animal
ban (v)	: to forbid, especially officially
barefoot (adj)	: not wearing any shoes or socks
barn (n)	: a large building on a farm in which hay and grain are kept
belittle (v)	: to make someone or something seem small or unimportant
be enclosed (n)	: to send something in the same envelope or parcel as something else
bliss (n)	: perfect happiness or enjoyment
bittersweet (adj)	: tasting both bitter and sweet
braid (v)	: An act of forming a braid on something
be suited (adj)	: right for someone or something

braid (n)	: a thin strip of cloth or twisted threads, which is fixed into clothes, uniforms, or other things made of cloth, as decoration
breed (n)	: a particular type of animal or plant
cage (n)	: a space surrounded on all sides by bars or wires, in which animals or birds are kept
camouflage (n)	: the way that the color or a shape of an animal or plant appears to mix with its natural environment to prevent it from being seen by attackers
captivity (n)	: when a person or animal is kept somewhere and is not allowed to leave
chop (v)	: to cut something into pieces with an axe, knife, or other sharp instrument
coerce (v)	: to persuade someone forcefully to do something when they are unwilling to do
colleagues (n)	: group of people who work together
consideration (n)	: when you give attention to a particular subject or fact when judging something
concern (v)	: something that is important to you, or when something is important
conceive (v)	: to imagine something
container (n)	: a hollow object, such a box or a bottle which can be used for holding something, especially to carry or store it
counterclockwise (adj)	: the opposite direction to the way in which the hands of a clock move around
course (n)	: Direction
cozy (adj)	: Comfortable and pleasant, especially of a building because small and warm
crucify (v)	: to kill someone by crucifying them to a cross
debris (n)	: broken or torn pieces of something larger

deep-sea (n)	: lowest layer in the ocean
demean (v)	: making someone feel ashamed or embarrassed
depict (v)	: to represent or show something in a picture or story
devastating (adj)	: making someone extremely sad
diet (n)	: the food and drink usually eaten or drunk by a person or group
dip (v)	: to put something into a liquid for a short time
dissatisfaction (n)	: lack of satisfaction
distract (v)	: to make someone stop giving attention to something
distinctive (adj)	: characteristic of one person or thing, and so serving to distinguish it from others
domesticate (v)	: to bring animals or plants under human control in order to provide food, power, or companionship
dread (n)	: to feel worried about something that is going to happen or may happen
enrollment (n)	: the action of enrolling or being enrolled
entire (n)	: all of a group, period of time, amount, etc
faience (n)	: earthenware decorated with opaque colored glazes
fin (n)	: a thin vertical part sticking out of the body of especially a fish or an aircraft which helps balance and movement
foal (n)	: a young horse
foolproof (adj)	: (of a plan or machine) so simple and easy to understand that it is unable to go wrong or be used wrongly
gestation (n)	: (the period of) the development of a child or young animals while it is still inside its mother's body

glaze (n) : to coat with or as if with a glaze
glow (v) : a soft steady light
grace (n) : politeness and pleasant
hatch (v) : to (cause an egg to) break in order to allow a young animal to come out
herd (n) : a large group of animals of the same type that live and feed together
hubbub (n) : a loud noise, especially caused by a lot of people all talking at the same time
impetus (n) : something which encourages a particular activity or makes that activity more energetic or effective
inadequate (v) : not good enough, not big enough, etc for a particular purpose
incorporate (v) : To include something as part of something larger
indication (n) : a sign that something exists, is true, or is likely to happen
instigator (n) : a person who initiates something
instill (v) : to teach someone to think , behave, or feel in a particular way over a period of time
interchangeably (adv) : (of two things) capable of being put or used in the place of each other
isolated (adj) : not near to other places
lay (v) : to put something in especially a flat or horizontal position, usually carefully or for a particular purpose
leisure (n) : the time when you are not working or doing other duties
leopard gecko (n) : Crepuscular ground-dwelling lizard naturally found in the deserts of Asia and throughout Pakistan, to parts of northern India.

lined baking sheet (n)	: baking sheet lined with foil, parchment paper, a silicone baking mat, or sprayed with cooking spray
loop (v)	: to move in a circular direction that shapes the form of a loop
luster (n)	: the brightness that a shiny surface has
make up (n)	: colored substances used on your face to improve or change your appearance
massive (adj)	: very large in size, amount or number
masterpiece (n)	: A work of art such as painting, film or book which is done or made with great skill, and is often a person's greatest work
melt (adj)	: having turned soft or into a liquid
mutation (n)	: the way in which genes can change and produce permanent differences
obey (v)	: to act according to what you have been asked or ordered to do by someone in authority or to behave according to a rule, law or instruction
occurrence (n)	: something that happens
ostracize (v)	: refuse to accept someone as a member of the group
owner (n)	: someone who owns something
pedantic (adj)	: giving too much attention to formal rules or small details
plain (n)	: very clear and easy to understand
precede (v)	: to be or go before something or someone in time or space
qualification (n)	: an ability, characteristic, or experience that makes you suitable for a particular job or activity
regulation (n)	: an official rule of the act of controlling

rely on (phrasal verb): to need a particular thing or the help and support of someone or something in order to continue,to work correctly or to succeed

to replicate (v) : doing something again to get the same result again

requirement (n) : something that you must do, or something you need

researcher (n) : someone who conducts research, i.e., an organized and systematic investigation into something

resume (n) : a short written description of your education, qualifications, previous jobs and sometimes also your personal interests, which you send to an employer when you are trying to get a job

retain (v) : to keep or continue to have something

retaliation (n) : action against someone who has done something bad to you

sacred (adj) : considered to be holy and deserving respect, especially because of a connection with a god

scroll (n) : a decoration that looks like a roll of paper

sculpture (n) : the art of forming solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone, or an object made in the way

secure (v) : to fasten or tie something firmly

semisweet (adj) : (of food) slightly sweetened, but less so than normal

settlement (n) : a place where people come to live or the process of settling in such a place

severe (adj) : causing very great pain, difficulty, worry, damage, etc

sophisticated (adj)	: having a good understanding of the way people behave and / or good knowledge of culture and fashion
sorrow (n)	: a feeling of great sadness
strangle (v)	: to limit the growth or development of something
stir (v)	: to mix a liquid or other substance by moving an object such as spoon in a circular pattern
stroll (v)	: to walk in a slow relaxed manner, especially for pleasure
stunted (adj)	: not developing properly or to full size
submit (v)	: to give or offer something for a decision to be made by others
subtle (adj)	: not easy to notice or understand unless we pay careful attention
surroundings (n)	: the place where someone or something is and the things that are in it
tear down (v)	: to destroy something deliberately
tenant (n)	: a person who pays rent for the use of land or a building
tentacles (n)	: one of the long thin parts like arms of some sea creatures, which are used for feeling and holding things, catching food or moving
throng (v)	: to be or go somewhere in very large numbers
tiny (adj)	: extremely small
unravel (v)	: stop being twisted together
treasure (n)	: a very important and valuable object
treat (n)	: an event or item that is out of the ordinary and gives great pleasure
turn down (v)	: to reject one’s request or offer
vessel (n)	: a large boat or ship
vie (v)	: to compete with other people to achieve or get something

violent (adj) : using force to hurt or attack
visible (adj) : able to be seen
voluntary (adj) : done, made or given willingly, without being forced or paid to do it
waxed paper (n) : paper that is made moisture-proof through the application of wax
whipping cream (n) : cream that has been beaten by a mixer, whisk, or fork until it is light and fluffy

PAYING TAX IS NOT A PUNISHMENT.
IT'S RESPONSIBILITY.

(CHRIS MATTHEWS)

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3. S1: Fakultas Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris Universitas Pendidikan Indonesia (1985–1989)

Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):

1. 2010-2011: Writing 1 (Modul UT)
2. 2014 : Translation (Modul UT)
3. 2013 : Buku Teks Untuk Pelajaran Bahasa Inggris (When English Rings The Bell, Kelas 7, 8 dan kelas 11). Kemdikbud.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. 2015: Systemic Functional Linguistic Genre Pedagogy dan Pemberdayaan Guru dan Siswa. Penelitian Unggulan Universitas, Direktorat Jenderal Pendidikan Tinggi. Kemenristek Dikti
2. 2015: Pelatihan Menulis Artikel Jurnal Internasional bagi Dosen. Pengabdian Kepada Masyarakat Berbasis Hasil Penelitian. Program Pengembangan Dosen Universitas Pendidikan Indonesia.
3. 2013-2014. Implementasi dan Pengembangan Pengajaran Berbasis Teks dan Peningkatan Kemampuan Berpikir Kritis Dan Berbahasa Mahasiswa Pendidikan Bahasa Inggris. Hibah Penelitian dari Dirjen Dikti melalui Program Desentralisasi Upi.
4. 2012: Program Visiting Scholar di Universiy Of Technology Sydney. Dana dari Asosisasi Internasional Linguistik Sistemik Fungsioal.
5. 2011: Pelatihan Pengajaran Berbasis Teks bagi Pengawas Bahasa Inggris. Pengabdian kepada Masyarakat Berdasarkan Hasil Penelitian. Program Pengembangan Dosen Upi.
6. 2011: Kemampuan Mahasiswa dalam Note-Taking dan Interpreting. Hibah Bersaing, Dirjen Dikti Kementrian Pendidikan Nasional (Anggota).
7. 2010: Lesson Study dan Pemahaman Guru mengenai Pendekatan Berbasis Genre dalam Pengajaran Bahasa Inggris. Program Lesson Study, Universitas Pendidikan Indonesia.

8. 2010: Implementasi Pendekatan Berbasis Teks dalam Pengajaran Bahasa Inggris di Indonesia. Penelitian Kerja Sama dengan Sydney University. Program Pengembangan Dosen Universitas Pendidikan Indonesia.
9. 2009-2010: Analisis Kemampuan Mahasiswa dalam Menulis Skripsi Berbahasa Inggris Berbasis Teori Linguistik Sistemik Fungsional. Hibah Bersaing, Dirjen Dikti, Kementerian Pendidikan Nasional.
10. 2009 (Nov)-2010 (Feb): Teaching Writing: Developing Critical Learners. Program Academic Recharging B. Dirjen DIKTI. Mendiknas.
11. 2007: Language and Literacy Education in Primary and Secondary Schools in Australia. Penelitian Postdoctoral. Program Endeavour. Department of Education, Science and Technology, Australia.

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Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:
1. Dosen Jurusan Bahasa Inggris, FBS, Unnes: 1980 - sekarang
2. Language Specialist, SEAMEO-RELC, Singapore (2008-2011)
3. Ketua Prodi Bhs. Inggris Program Pascasarjana, Unnes: 2004-2008

Riwayat Pendidikan Tinggi dan Tahun Belajar:
1. S3: Macquarie University, Applied Linguistics (1994-1997)
2. S2: Macquarie University, Applied Linguistics (1991-1993)
3. S1: IKIP Malang, Pendidikan Bhs. Inggris (1977-1979)
4. D3: IKIP Jakarta, Pendidikan Bhs. Inggris (1974-1976)

Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):
1. 2014: Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013
2. 2015-2016: Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013
3. 2008-Sekarang. Reviewer Jurnal Internasional RELC, Singapura
4. 2010-2011: Chief Editor Jurnal Internasional RELC, Singapura
5. 2007-2014: Reviewer Jurnal Internasional AsiaTEFL, Seoul, Korea
6. 2015-Sekarang: Anggota Board of Editors Jurnal Internasional Asia TEFL, Seoul, Korea
7. 2008-Sekarang: Reviewer Jurnal Nasional TEFLIN, UM, Malang
8. 2007-Sekarang: Editor Jurnal Language Circle, Unnes, Semarang
9. 2007-Sekarang: Editor Kehormatan Jurnal CELT, Universitas Katolik Soegijapranata, Semarang
10. 2016: Reviewer Jurnal PAROLE, Universitas Diponegoro, Semarang
11. 2013: Penelaah/Penguji Naskah Desertasi Doktor National Australia University

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Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

12. Dosen S1 Fakultas Ilmu Budaya, Universitas Sebelas Maret Surakarta (1987-Sekarang);
13. Dosen S2 Pascasarjana, Universitas Sebelas Maret Surakarta (1995-Sekarang)
14. Dosen S3 Pascasarjana, Universitas Sebelas Maret Surakarta (2009-Sekarang)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: Faculty of Education/Language, Literacy, and Arts Education Department/ Language and Literacy Education/Melbourne University (2002- 2005)
2. S2: School of Education/Language and Literacy Education/Deakin University, Australia (1995-1996)
3. S1: Fakultas Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris Universitas Pendidikan Indonesia (1985–1989)

Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):

1. Bahasa Inggris untuk SMP (Puskurbuk, Jakarta, 2007)
2. Bahasa Inggris untuk SMA (Puskurbuk, Jakarta, 2007)
3. Bahasa Inggris untuk SMP (Puskurbuk, Jakarta, 2008)
4. Bahasa Inggris untuk SMA (Puskurbuk, Cisarua, 2008)
5. Pengantar Linguistik Umum (Universitas Terbuka, Jakarta, 2009)
6. Writing (Universitas Terbuka, Jakarta, 2010)
7. Translation 3 (Universitas Terbuka, Jakarta, 2010)
8. Bahasa Inggris untuk SMP (Puskurbuk, Cisarua, 2011)
9. Bahasa Inggris untuk SMA (Puskurbuk, Cisarua, 2011)
10. Bahasa Inggris untuk SMA (Puskurbuk, Jakarta, 2015/2016)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Model Genre-Based untuk Penulisan Teks Ilmiah dalam Bahasa Indonesia pada Jurnal Ilmiah (2007)
2. Realisasi Makna Tekstual pada Artikel Ilmiah dalam Bahasa Indonesia pada Jurnal Ilmiah (2010)
3. Posisi Semiotik Genre Makro dan Mikro di dalam Koran dan Majalah di Indonesia (2010), bersama Riyadi Santosa dan M.R. Nababan)
4. Ciri-ciri Keilmiahan Teks Ilmiah dalam Bahasa Indonesia (2012)
5. Pengembangan Model Penulisan Artikel Ilmiah dalam Bahasa Indonesia (2013, bersama Agus Hari Wibowo dan FX. Sawardi)
6. Pengembangan Materi Ajar tentang Penulisan Artikel Ilmiah dalam Bahasa Indonesia (2014, bersama Riyadi Santosa)
7. Sistem dan Struktur Pengetahuan pada Artikel Berbahasa Inggris di Jurnal Internasional (2015, bersama Riyadi Santosa).

Profil Editor

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Bidang Keahlian : Editor Bahasa Inggris

Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

2007 - sampai sekarang : Editor Bahasa di PT Yudhistira Ghalia Indonesia.

Riwayat Pendidikan Tinggi dan Tahun Belajar:

S1: Sastra Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret Surakarta (2000– 2006)

Judul Buku yang Pernah Diedit (10 Tahun Terakhir):

1. Exploring English 1 (For Junior High School Grade VII)
2. Exploring English 2 (For Junior High School Grade VIII)
3. Exploring English 3 (For Junior High School Grade IX)
4. Talk Active 1 (English for Senior High School Grade X)
5. Talk Active 2 (English for Senior High School Grade XI)
6. Aku Bisa Basa Jawa 1 (Kelas I SD/MI)
7. Aku Bisa Basa Jawa 2 (Kelas II SD/MI)
8. Aku Bisa Basa Jawa 3 (Kelas III SD/MI)
9. Aku Bisa Basa Jawa 4 (Kelas IV SD/MI)
10. Aku Bisa Basa Jawa 5 (Kelas V SD/MI)
11. Aku Bisa Basa Jawa 6 (Kelas VI SD/MI)
12. Kabeh Bisa Basa Jawa 1 (Kelas X SMA/SMK/MA)
13. Kabeh Bisa Basa Jawa 2 (Kelas XI SMA/SMK/MA)

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